



IO2 - VALUE Case Box



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INTRODUCTION

Through innovative pedagogical solutions, Trainers, teachers, and youth workers being the direct target audience of the VALUE Case Box shall be able to (better) support the development of young people by helping them to recognize and activate their potential encouraging a growth mindset, engendering optimism, hopefulness, a sense of active agency-‘can do’ attitudes, thereby thriving. Lessons learned during Covid 19 provide positive starting points

The VALUE Case Box provides tools and exercises such as outdoor activities, role-plays and perspective-change exercises to apply reflective learning, to work on own attitudes and perception with the aim to apply a more comprehensive understanding of empowerment provision, i.e. including and highlighting empathic social competence elements. All suggested activities are based on the conceptual and pedagogic concept of the "Practical VALUE Roadmap", applying the principle of case study didactics.

The VALUE Case Box offers 54 activities, which are related to the seven stopping points on the roadmap:"



"Stopping point": Carefully selected real life challenges and scenarios serve to exemplify and establish respective educational activities. They are based on:

- Self-management
- Thinking outside the box
- Can-do mindset
- Enrichment – learning for self and from others
- Making it happen
- Responses to roadblocks and setbacks
- Transitions and planning for my future

Each case belongs to one stopping point and a certain kind of activity. However, cases in the same activity do not have to share the same stopping point. In an Excel File, we listed all components to see which case belongs to which partner, activity and stopping point.

There were 20 activity categories:

- Role plays
- Perspective-change exercises
- Paradox interaction
- Psychodrama
- Interviewing neighbours
- Outdoor activities
- Physical activities
- Campaign pretending
- Biographic work/reflection
- Group dynamics activities
- Crisis measures, how to help and react
- Short film productions in different scenarios
- Non-didactic approaches
- Relational person-centred coaching.
- Walking and talking
- Scenarios and discussion.
- Games (e.g. rope work-continuum placement)
- Co-coaching (pair work using prompt cards, questions, themes, stimuli)
- Life-line mapping- ups and downs, key moments, learning, trusted adults, resources.
- Storying (logo-therapy)-familial story-sharing-what lessons did our families transmit to us
- Other

Each “Case” provides trainers, teachers, and youth workers information on a suggested activity which is clearly structured into three (3) steps towards the activity realisation:

- Step 1 – preparation phase
- Step 2 – activity phase
- Step 3 – wrap up phase

They also learn in it, in addition, about the value of the activity, timing, follow-up, recommended equipment, and further recommendations.

The following pages explore the suggested 54 cases which can swiftly also be adapted to individual different needs found to be answered in the professionals’ working life.



SELF-MANAGEMENT

How do we want to live together?

3 steps to the activity realisation



Step 1 – preparation phase

The pandemic, with curfews, the closure of schools, shops and leisure facilities, and the call for physical distance, has dramatically changed our lives and our daily routine.

The focus of the exercise is on the emotional well-being of the young people and giving them space to come to terms with the time spent in family isolation. For young people, the loss of their peer group, their friends and the loss of familiar daily structures and routines is particularly stressful.

Briefing:

The exercise can be carried out in a school context as well as in an out-of-school context.

- Brainstorming to find topics from the young people's living environment (family, classroom, schoolyard, peer group, leisure time, sports club).
- Form small groups of 4-6 young people/group.
- Young people with similar/same topics get together in a group.

Step 2 – activity phase

Implementation of core activity:

- ✓ The young people create a storyboard and develop dialogues from situations from their life and experience and implement it in a small role play.
- ✓ Presentation in the plenary
- ✓ The audience observes and looks for possible solutions to the problem presented.
- ✓ Clarifying questions are welcome
- ✓ Feedback from the audience and
- ✓ Subsequent presentation with solution-oriented outcome

Step 3 – wrap up phase

After the role play, discuss the young people's findings. Guiding questions for this can be:

- ✓ How did you feel in your role?
- ✓ What did you feel/think about the problem situation?
- ✓ Which opportunities did you see in changing the way you approach/solve a problem?
- ✓ Which consensus did you reach during the role play?
- ✓ What can you use for future decision-making processes?



Type of activity:

Role play (with brainstorming activity)

Value of the activity:

This exercise will train the ability to understand different mindsets (fixed and growth). The young adults will learn how to identify problem situations. The focus is on a solution-oriented approach. Thinking skills are enhanced, realistic insights into different mindsets are provided.



Timing:

preparation: NN min.
implementation: 180 min.
checking learning progress: NN min.



Activity follow-up:

e.g. further reading – links on methods/tools (for the professional)

<https://www.jmd-respekt-coaches.de/>



Other value case box components:

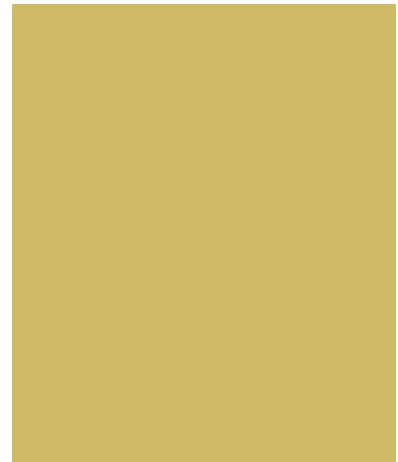
Exercise to be implemented in a trustful atmosphere



Value quoted:

V What did you learn for yourself from the situation?

Discussing these questions in the group, you can highlight the positive approaches the participants employed, when in their role. This way, young adults will become more aware of their positive communication ability. Also, discuss instances, which were challenging in terms of employing a solution-oriented approach. Discuss their suggestions how such situations can be handled in a positive way. Further, reflecting the outcome of the role play and questions will strengthen positive and empathic social behaviour beyond the exercise.



Your notes:

- V** ...
- V** ...
- V** ...
- V** ...
- V** ...
- V** ...
- V** ...
- V** ...
- V** ...

Walking and talking

3 steps to the activity realisation



Step 1 – preparation phase

The pandemic, with curfews, the closure of schools, shops and leisure facilities, and the call for physical distance, has dramatically changed our lives and our daily routine.

The focus of the exercise is on young people, their emotional well-being and giving them space to work through the time spent in family isolation. For young people, the loss of familiar daily structures and routines is particularly stressful. The young people are and were confronted with different opinions during this time. To enable them to deal with these challenging situations, you can go on a pilgrimage with them. Pilgrimage can be for the purpose of self-discovery or simply to be closer to nature. You set out on a long journey to a specific place and may spend several days walking. During the walk, the aim is to leave everyday life behind and concentrate on the essential things in life. The pilgrimage route, places to stay and special places for activities need to be defined and known to them in advance. Make a list of things that absolutely must be included in the luggage.

Briefing:

The pilgrimage is for young people aged 18 years/over and should not significantly exceed a number of participants of 8. Get to know each other in a preliminary talk and clarify the conditions of participation.

Step 2 – activity phase

Implementation of core activity:

Completing the pilgrimage route takes 5 days of alternating walking and activities. Activities can be, for example, community service. Daily reflection and education sessions to round off the days.

During the journey you address the follow questions:

- ✓ Where am I in life?
- ✓ Where do I want to go?
- ✓ What was particularly stressful?
- ✓ What did I manage to do on my own?
- ✓ What has been particularly helpful to me?

A travel diary supports the process.



Type of activity:
Pilgrimage

Value of the activity:
Experiencing limits,
recognizing problems and
stressful situations and
finding solutions,
increasing ambiguity
tolerance, self-confidence



Timing:

preparation: NN min.
implementation: NN min.
checking learning
progress: NN min.



Activity follow-up:
e.g. further reading – links
on methods/tools (for the
professional)



Other value
case box
components:

Exercise to be
implemented in a trustful
atmosphere



Value quoted:

Step 3 – wrap up phase

Follow-up questions and reflection

- V What are the next steps towards my goal?
- V What do I need to achieve them?
- V Who or what can support me?

With the help of the entries in the diary, the participants can reflect on the pilgrimage and adapt the insights gained to their respective life situations in order to give them a repertoire of alternative actions for their further journey. Particular emphasis is placed on the experience of self-efficacy, of having made it through one's own efforts and using the drive gained to make a new start.

Your notes:

- V ...
- V ...
- V ...
- V ...
- V ...
- V ...
- V ...
- V ...
- V ...
- V ...

Stop-think-act

3 steps to the activity realisation



Step 1 – preparation phase

Explain that people have conflicts with other people every day - at school, at work, on the street, at home etc.

Ask the youth what conflicts are common in their home, school, and community.

Step 2 – activity phase

Explain that you can use a three-step strategy to address and avoid conflict.

Describe the three steps:

1. **STOP:** To stop is a way of interrupting the conflict and "taking a break".
2. **THINK:** To think means that we think about possible solutions to the conflict.
3. **ACT:** To act means that we talk to the other person involved in the conflict and find a solution together.

Ask the young people to use a common conflict to identify what a person might do in that conflict to demonstrate the three steps.

For example:

STOP: Say to the other person: "It takes me two minutes to collect my thoughts and then we can continue discussing". Then do a breathing exercise (e.g. abdominal breathing *) to calm yourself down.

THINK: Think about what needs you have in the situation and what needs the other person might have. Can you compromise?

ACT: Now go back to your partner, apologize, take responsibility for your role in the conflict, and propose a compromise by explaining how it benefits you both.

- V** Divide into groups of two to four young people.
- V** Each group now creates a three-part role play that shows the three steps of conflict management.
- V** After ten to fifteen minutes, each group presents their role play in the plenary.
- V** Ask the young people to name the steps to STOP, THINK, and ACT in the role play.



Type of activity:
Conflict ability

Value of the activity:
Apply a conflict resolution strategy to real situations



Timing:
preparation: min.
implementation: 60 min.
checking learning progress: 30 min.



Activity follow-up:



Other value case box components:
Exercise to be implemented in a trustful atmosphere



Value quoted:

Step 3 – wrap up phase

Discussion:

Always remember to include a group discussion to help the young people to reflect on what they have learned.

- V How did you solve your conflict situation by using the stop-think-act strategy?
- V Why do you think the strategy was effective?
- V How can you use stop - think - act outside of role play?
- V What other strategies do you use to resolve conflicts?

Share the message of the exercise:

We can use the three-part strategy stop - think - act to resolve conflicts that arise. This strategy helps us to find a solution that can cater to all needs.

 *abdominal breathing (ca. 1 minute)

Read the following aloud very slowly, calmly, and gently.

Take a break after each sentence.

Say:

We will start with abdominal breathing. Put a hand on your stomach when it is comfortable for you.

Inhale through your nose and slowly count to four, Feel your stomach rise as your breathing relaxes your body. Hold all of your breathing for two seconds. Exhale through your mouth and slowly count to four. Feel your stomach descent. Hold the empty stomach for two seconds. Inhale as if you were smelling a flower-2-3-4. Hold on to the smell-2- Breathe out like you're blowing out a candle-2-3-4. Hold-2

Have the young people repeat abdominal breathing several times.

Your notes:

- V ...
- V ...
- V ...
- V ...
- V ...

Shift your mental landscape

3 steps to the activity realisation



Step 1 – preparation phase

To implement this activity, as a first step, create a list of reasons/brainstorm why young people can benefit from this exercise. Think about why it is important/advisable/healthy for young people to focus on positive emotions and why changing one's perspective allows for personal growth. For the implementation of Step 2 create a handout with 3 columns (negative emotions, positive emotions, lessons learned / skills gained).

Step 2 – activity phase

Briefing:

In Step 2 you can introduce the activity by using your compiled list of reasons created in Step 1. These reflections will help you initiate a discussion with young persons on emotions and why it is important to shift from negative to positive perspectives. This way you can also highlight the value of the exercise (e.g. on whiteboard, as handout, etc.).

Implementation of core activity:

The young people are asked to write down negative emotions/thoughts/experiences (e.g. fears, losses etc.). The participants fill in the columns in the handout with personal examples. In a next step, young persons write down at least one positive thought/emotion/experience for every negative one. Next, young people think about how they managed to overcome negative emotions/thoughts/experiences and what skills/strengths they have gained from this experience. Discuss the young people's examples. Discuss strategies that have helped them in shifting from negative to positive perspectives. Ask them about their self-management techniques that activated a change in their mindset. Do so by discussing examples of good practices.

Alternatively, you can write the columns on a whiteboard. Hand out presentation cards to young persons, have them write down examples according to the columns. The presentation cards are then clustered on the whiteboard.

Step 3 – wrap up phase

To wrap up the activity, have the young people summarise/highlight (orally or in writing) the value of a change in perspective and how reframing one's mindset allows for personal development, but also for society as a whole. Further, provide them with some stimulating reflection questions or statements to take with them. Also, use this step to emphasise that this exercise has to be practiced on a regular basis in order to shift the quality of our mindset.



Type of activity:
Perspective-change exercise

Value of the activity:
It is easy to get consumed by negative energy, influencing our emotions and relationships in everyday life. This activity is designed to strengthen the development of a positive self-image. Focusing on positive emotions and accomplishments can change one's own perspective from negativity to positivity. This exercise helps to regulate emotions and will boost social competence / help manage relationships.



Timing:

Preparation: 30 min.
Implementation: 70 min.
Checking learning progress: 20 min.



Activity follow-up:
<https://peterslattery.com/resources/talking-with-young-people/>



Other value case box components:
It is recommended to implement this exercise in a trustful atmosphere.



Value quoted:

Move through it

3 steps to the activity realisation



Step 1 – preparation phase

This exercise is suitable, if you want young people to learn more about their ability of self-control, self-discipline and dependability. It also serves to identify any destructive behavioural tendencies or counterproductive habits. As a first step, you would think about young adults' lives and situations that would require them to exert self-control and self-discipline. Take some notes. The aim of the activity is to raise their awareness of their self-efficacy. Therefore, you then prepare some examples for discussion in Step 2. This way, they will realise in which areas they already implement self-discipline and which areas still have potential for improvement. Collate all the materials you need for this exercise.

Step 2 – activity phase

To implement this activity, as a first step, engage young people in a conversation about positive and negative behavioural patterns or habits. Give some examples you have prepared in Step 1. Brainstorm and identify positive behaviour and ask them which strategies can prevent negative behavioural patterns. Collect your ideas on a flipchart.

Next, the participants reflect on their own biography. They identify situations and give examples, in which areas of their lives they would like to be more self-disciplined. They shall also explore key moments in their life, in which they have already employed self-disciplined behaviour. Discuss the positive effects of it. You can give further examples of areas that usually require self-discipline, such as:

- ✓ Time-management
- ✓ Doing homework
- ✓ Pursuing a hobby
- ✓ Keeping promises
- ✓ Being persistent in terms of achieving a goal
- ✓ Being able to say "no" (i.e. your friends suggest doing something, but you think it isn't right to do it)

Highlight the examples that support young adults in raising their awareness of self-control, self-discipline and dependability. Specifically, point out alternatives and strategies how youngsters can nurture their self-management abilities.



Type of activity:
Scenario and discussion, biographic work, life-line mapping,

Value of the activity:
This exercise aims to encourage self-discipline and dependability in young people. By reflecting on their own behavioural patterns and identifying destructive tendencies, they become more aware of areas in their life that could benefit from being more self-disciplined.



Timing:

Preparation: 10 min.
Implementation: 40 min.
Checking learning progress: 5 min.



Activity follow-up:

<https://student-learning.tcd.ie/learning-resources/self-management/>



Other value

case box components: Focus on positive examples that encourage young people to be more self-disciplined.

Materials:
Flipchart
Pens

Step 3 – wrap up phase

To wrap up the activity, have the young people reflect on the exercise. What did they learn? What did they like about it? Ask them what they think the added value of the exercise is. Finally, summarise the most important findings on the flipchart.



Value quoted:

Your notes:

V ...

V ...

V ...

V ...

V ...

V ...

Interview your neighbours

3 steps to the activity realisation



Step 1 – preparation phase

To implement this activity, you would need to do some research on the young persons' neighbourhoods first and make sure the neighbourhoods are safe for conducting interviews. Then you need to prepare a handout listing some questions for the young people to ask their neighbours and take notes.

Suggested questions are:

- V What is the biggest difference between how you approached life when you were at my age and how you approach life now? Do you think that the difference brings about positive changes in your life?
- V What do you regret most?
- V Who has been a positive influence in your life?
- V What do you perceive as your strengths?
- V Can you describe a situation when you put off getting what you wanted?

Step 2 – activity phase

At the beginning of the activity, explain to the young people the purpose of the activity and what they need to know to carry out the interview. Then, walk them through all the questions and make sure that they understand what each question means.

As this might be the first time they do an interview, help them practice introducing themselves to their neighbours and ask for an interview. Encourage them to ask at least 2 neighbours.

Together with young people, set a date to gather again, discuss the outcomes of their interviews, and do a group reflection.

Step 3 – wrap up phase

Reflect on the interview outcomes with the participants.

Ask them to share what they learn from carrying out the interviews and whether or not they understand more clearly the importance of self-management and self-control.

Get them to think about the changes they want to have in their life and which positive influence and elements they want to keep.

Your notes:

- V ...
- V ...



Type of activity:
Interviewing neighbours

Value of the activity:
Via intergenerational interviews with their neighbours (10-15 years older), the young persons practice understanding **self-control and negative or positive influences** and decide whether their neighbours and their approach to life demonstrate self-control and positive influence.



Timing:

Preparation: 10 min.
Implementation: 40 min.
Checking learning progress: 10 min.



Activity follow-up:



Other value case box components:

Ensure that the young people know how to approach their neighbours and ask for their consent before conducting the interview.



Value quoted:

How will you solve this?

3 steps to the activity realisation



Step 1 – preparation phase

For the first step, you would need to prepare some prompt cards with scenarios that learners could go through in pairs. You do not need to go through all the scenarios, you can choose one that appeals to you or your learner finds the most interesting.

Suggested scenarios are:

Theme 1: Thinking before answering:

Alex often replies to the math teacher's questions without thinking about the problems. When everyone laughs at him, Alex thinks, "I'm so stupid. I can never get the right answers." How can Alex give himself more constructive feedback?

Theme 2: Following rules:

Robbie makes a big effort to follow the rules of the substitute teacher. When she comments on his good behavior, Robbie says to himself, "I can really follow the rules if I work hard at remembering them." How can Robbie credit himself more accurately?

Theme 3: Persisting in difficult tasks

When Lacey first started working on the computer, she became very frustrated with her mistakes and gave up. But now her classmates are all enjoying the computer, so she decides to ask a friend for help. When Lacey discovers that with practice it becomes progressively easier to work on computers, she begins to enjoy using them. "I really can keep on working without quitting," Lacey tells herself. How can more realistically Lacey compliment herself?

Step 2 – activity phase

At the beginning of the activity, introduce the activity and explain the value of it.

Put the young people in pairs.

Let them work in pairs and answer scenario-based questions while you oversee their progress and provide support if needed.



Type of activity:
Co-coaching

Value of the activity:
By working in pairs on a variety of social problem-solving questions, the young people get to practice self-control because they need to take time and think about how they will solve each problem, and think about how they will react in scenarios that require an element of self-control.



Timing:

Preparation: 5 min.
Implementation: 20 min.
Follow up: 20 min.



Activity follow-up:

N/A



Other value case box components:

Young people will also learn to apply their thinking and creative thinking in solving the scenarios.



Value quoted:

Step 3 – wrap up phase

At the end, invite the participants to have an open discussion by reflecting on the prompt cards as a group and sharing the prompt card they found most difficult to answer. If needed, help them by making some suggestions.

For example, in scenario Theme 1, the young person could say:

“I did not get the right answers because I did not give myself time to think of the answers carefully. I will think before answering next time.”

Or “This is not the first time I am not thinking carefully, I got the answers wrong. Next time I will try to give myself more time to think.”

Or “I noticed that those who got the right answers spent some time thinking before answering. I will do it next time.”

Encourage them to think of similar scenarios under the three themes that have happened to them and ask for their solutions.

Your notes:

V ...

V ...

V ...

V ...

Blend-In: Online role play

3 steps to the activity realisation



Step 1 – preparation phase

First the facilitator can present to participants which issues is the game addressing. Those are Intercultural communication, situations of intercultural communication and management case studies, youth work values and principles, promotion of Intercultural dialogue. Blend-IN Simulation Game main aim is to teach youth workers about intercultural communication. It is an online game, which can be accessible [here](#). In the first phase each player need to decide how to prepare for the meeting - what activities to undertake or what kind of clothes to wear during the meeting. Your choices from the first phase will influence the attitude of the person that you are talking with from the beginning of the conversation.

Step 2 – activity phase

The activity can be performed in a classroom with computers. If there is only one computer, it would be recommended that facilitator shares the game with a projector and then ask the participants which case scenario will they choose together and they talk about why they decided for each answer.

In the activity phase the main part of the game is the conversation itself. It consists of the maximum number of 12 questions. The answers can be displayed in the form of text or picture. The player always chooses only one

answer. Just after the answer, a feedback is displayed in the form of person's attitude - that you can see from persons' face expression (Figure 1) or on a bar (Figure 2). If the attitude of the person is drastically negative, a person can finish the conversation in every moment. Sometimes the player should undertake some actions also after the meeting - send an e-mail, post on social media or phone a person. Those choices also influence the player overall score!

Step 3 – wrap up phase

On the last screen feedback is displayed. A player can get to know what was his overall score, if he achieved the aim of the conversation and what was the score in each of the phases of the game - separately for preparation phase, conversation and everything that happened after the meeting. If you are not satisfied with your score - practice more by playing the game or read Blend-IN Handbook more carefully!



Type of activity:
Role playing

Value of the activity:
Blend-IN Simulation Game main aim is to teach youth workers about intercultural communication. In this game you can fall into the role of a youth worker and participate in conversations similar to the ones from the life of a youth worker.



Timing:
Up to 45 minutes



Other value case box components:

Facilitator needs to inform participants that they will be having meetings with people from different countries and different cultures, it is important to adjust their behaviour to a certain situation.



THINKING OUTSIDE THE BOX

New groove

3 steps to the activity realisation



Step 1 – preparation phase

During the COVID-19 pandemic, young peoples' opinions differed on many issues. In order for young people to reflect on strategies and techniques they used to deal with those challenging situations, you can implement a role play with them. As a first step, you would think about the topics these people were faced with in this regard. Think about the challenges they might have overcome. Identify situations that could be realistically portrayed in role plays. Next, prepare different roles so that the young participants can carry out role plays in pairs or small groups in Step 2. When designing the role plays, include a problem situation; you might want to consider to also include one role focusing on a positive, the other role on a more negative standpoint. The aim of the role play is for young people to put themselves in the shoes of each role, practicing their ability to understand different mindsets and to strengthen their ability to think outside the box (i.e. problem solving skills). Then, determine the setting and storyline for each role. You can also use props if you see fit. When designing the role plays, visualise the change in mindset you wish to achieve in young people with this activity.

Step 2 – activity phase

Briefing:

Introduce young people to the topic of controversial subjects that arose and were discussed by people and/or the media during the COVID-19 pandemic. Highlight that these controversial topics very often cause negative emotions and influence our relationships in a negative way. Therefore, encourage young people to adopt a positive approach towards challenging issues, focusing on examples and experiences of positive social behaviour. This could be showing understanding for different mindsets, solution-oriented problem solving, reframing ideas and thinking outside the box. Make clear that even if situations seem hopeless at the onset, it does not serve anyone to bury one's head in the sand, but rather stay open for change, because change provides us with the opportunity to grow.

Implementation of core activity:

After the warm-up, introduce young adults to the following brainstorm activity: brainstorm with them, which controversial subjects were discussed by people and/or the media during the COVID-19 pandemic. Further, discuss their experiences and how they approached people, who shared different opinions from them on issues related to the pandemic (bearing in mind the positive solution-oriented approach).



Type of activity:
Role play (with brainstorming activity)

Value of the activity:
This exercise will train the ability to understanding different mindsets (fixed and growth). Young people will learn how to identify problem situations. The focus is on a solution-oriented approach. Thinking skills are enhanced, realistic insights into different mindsets are provided.



Timing:

preparation: 30 min.
implementation: 60 min.
checking learning progress: NN min.



Activity follow-up:

<https://discover.hubpages.com/education/How-to-use-Role-Play-in-Teaching-and-Training>



Other value case box components:

Exercise to be implemented in a trustful atmosphere

Material:

Flipchart

Pens

Props, if needed



Value quoted:

Following the brainstorming activity, introduce the young people to the role play activity. In accordance with the them, assign them with the roles and storyline prepared. Give them a suitable amount of time to settle into their roles and have them prepare their standpoints and arguments. The young adults then conduct the role plays (either individually or they can present them in front of the group). In any case, provide the participants with guidance if necessary.

Step 3 – wrap up phase

After the role play, discuss the findings. Guiding questions for this can be:

- V How did you feel in your role?
- V What did you feel and think about the problem situation?
- V How did you react to the other person's role?
- V Which opportunities did you see in changing the way you approach/solve a problem?
- V Which consensus did you reach during the role play?

Discussing these questions, you can highlight the positive approaches young people employed, when in their role. This way they will become more aware of their positive communication ability. Also, discuss instances, which were challenging in terms of employing a solution-oriented approach. Discuss their suggestions how such situations can be handled in a positive way. Further, reflecting the outcome of the role play and questions will strengthen positive and empathic social behaviour beyond the exercise.



Your notes:

- V ...
- V ...
- V ...
- V ...
- V ...
- V ...
- V ...
- V ...

Courage to change

3 steps to the activity realisation



Step 1 – preparation phase

Prepare all the required materials for this exercise. In case the young adults are not familiar with this type of exercise, prepare an example of campaign pretending that you introduce in Step 2. Then, collect topics that are suitable for campaign pretending. The aim is that they design their own campaign on a topic important to them. Also, prepare a handout that serves as a guideline when designing their campaign.

Step 2 – activity phase

Briefing:

Firstly, introduce the young participants to the concept of campaign pretending. Give an example you prepared in Step 1. Then, do a short brainstorming activity with them on their associations of what campaign pretending means to them. Highlight essential aspects of campaign pretending: In order to achieve one's goal, it is important to be able to think ahead and to employ a solution-oriented approach. It is also important to think outside the box and to understand different mindsets. Reframing, adapting thoughts and plans are also essential aspects when striving for change.

Implementation of the core activity:

Next, divide the young people evenly into small groups. Their task is to design a campaign to raise awareness of a certain problem situation. Below you can find suggestions on campaign topics, but basically any topic that is connected and meaningful to the young people's lives is adequate for campaign pretending:


- ▼ Climate change
- ▼ Media and fake news
- ▼ Environmental protection
- ▼ Women's rights

Provide a handout that summarises the most important aspects they need to consider when designing their campaign (i.e. identify the problem, approach to finding a solution, with which skills can the solution be reached, is there perhaps another way to solve the problem, what other opportunities are there?). Ensure to provide the people with the necessary support during the exercise. Lastly, the individual groups are presenting their campaign.




Type of activity:
Campaign pretending

Value of the activity:
This activity fosters youngsters' ability to think outside the box. By engaging them in topics that are meaningful to youngsters, they strengthen various skills, such as solution-orientation, the ability to change and thinking skills such as reframing.

 Timing:
preparation: 20 min.
implementation: 60 min.
checking learning progress: 10 min.

 Activity follow-up:
Youngsters research campaigns online that were implemented by other youngsters.

 Other value case box components:
Materials:
Flipchart
Pens
Handout

 Value quoted:

Step 3 – wrap up phase

After the young people have presented their campaigns reflect on the exercise with them. Ask them how they have experienced this activity. What did they learn from campaign pretending, what was fun/what was difficult, what was challenging? Emphasise that many skills required in campaign pretending are essential in everyday life situations as well. In this regard, discuss some real life situations that require these skills. This way, young peoples' understanding of solution-oriented behaviour is again strengthened.

Your notes:

- V ...
- V ...
- V ...
- V ...

Happiness can be a choice

3 steps to the activity realisation



Step 1 – preparation phase

To implement this activity, there is not much to prepare beforehand except for making sure that the participants have their pen and paper ready before taking part in the activity.

Step 2 – activity phase

At the beginning of the activity, go through the steps of the activity. The young people will first work individually to reflect on their happiness journey. Then, they can discuss them in pairs. The final step is that the whole group gets together to share their key learning points.

The following is the example to follow:

“Create yourself a timeline from primary age to where you are now and using a scale of 0-10 (10 being happiest) put scores against your ages, as seen in the example below. Feel free to design your own.”



Type of activity:
Perspective-changing exercise

Value of the activity:
By reflecting on their level of happiness throughout the course of their life and answering prompted questions, the young persons can expect to gain a new positive perspective of what happened and be motivated to take innovative actions to change their circumstances.



Timing:

Preparation: 5 min.
Implementation: 20 min.
Checking learning progress: 10 min.



Activity follow-up:



Other value case box components:



Value quoted:

Step 3 – wrap up phase

At the end, get the young people to think about the following questions:
Look back at the happiness graph you created and ask yourself:

- V** Are there any similarities between the times you scored highly – when you were at your happiest?
- V** Can you now do more of the things that brought you that happiness? Can you find more of them in your life?
- V** Are there any similarities between the times you scored lower? Now, with fresh eyes, did you notice something you haven't seen before and can you now think differently about what happened?
- V** Can you ask someone else to help you with similar problems if they occur in the future?
- V** What do you think you can do differently now to move from, for example, a 5 to a 6?

Your notes:

- V** ...
- V** ...
- V** ...
- V** ...

Who can build the highest tower?

3 steps to the activity realisation



Step 1 – preparation phase

To implement this activity, firstly you would need to prepare 3 pieces of paper, scissors, and a sticky tape for each group of four young people. It can be motivating if you can show them pictures of others building their own towers to inspire them. Prepare some gifts for the winner.

Step 2 – activity phase

At the beginning of the activity, go through the rules of the game. Provide each team with three pieces of paper, scissors, and a sticky tape. Their goal is to build the tallest, freestanding tower in fifteen minutes. At the end of the time, players must sit back and allow the judges to measure the height of their tower. Any tower that does not collapse is measured to its highest point. The team with the tallest tower is the winner.

Step 3 – wrap up phase

At the end, get young people to reflect on the following questions and evaluate their effort - not at building the tower but at how they worked together to come up with their best solution:

- V Were everyone's ideas heard?
- V Did the team try different options?
- V Did people think outside the box?
- V How would the group operate differently if they were given their time again?
- V How do you perceive your performance as a part of the team?



Type of activity:
Games

Value of the activity:
This activity can help learners build stronger relationships.



Timing:

Preparation: 5 min.
Implementation: 20 min.
Checking learning progress: 20 min.



Activity follow-up:



Other value case box components:

Young people will also learn to communicate in a team to exchange ideas. They will work with scissors so make sure there will be no risk for



Value quoted:

Your notes:

V ...

V ...

The suity hero

3 steps to the activity realisation



Step 1 – preparation phase

The general concept of this game involves placing the participants in the same situation as the European countries after WWII and having them confront the same challenges and obstacles. Participants need to develop their own approach to accomplish their goal to reconstruct their country and improve the citizens life. The aim is not to repeat historical developments, but to develop their own strategy and approach to reconstruction. The participants will experience themselves the challenges and will have to find their own solutions to the problems they face. The game's main aim are improving player's soft skills and showing the participants the importance of cooperation, even while competing.

Step 2 – activity phase

The group of 25 players is divided into 5 teams. Each participant has to draw a piece of paper, which is actually part of some flag. Then, participants need to find players who have the other parts of their flag. Every flag has 5 pieces.

Every team becomes the government of a country. Once they find the instructions for their country, the game is ready to start. The instruction paper reads:

"Welcome to a continent called Suity Hero! There are five countries: Aenie, Chateria, Tasimia, Lowmland and Quertuum. Over the previous seven years, a terrible war was waged between these five countries and each one of them fought against the others. Now the terror of war is gone, but the whole continent is terribly destroyed. There are really serious problems: some countries do not have water, others lack energy, materials or money."

The teams have to understand the situation really quickly, because they have much work to do. Each country had different materials, but the tasks are the same for all of them, namely:

- ✓ To unite a flag with sellotape
- ✓ To stand on a chair, but in order to touch the chair, one needs to have sunglasses
- ✓ To get two different pieces of candle
- ✓ To get water
- ✓ To choose the president of their country
- ✓ To find a key to keep a piece: the most important task



Type of activity:

Role playing

Value of the activity:

The Suity Hero addresses issues such as conflicts between people from different cultures, confrontation in the group, cooperating and teamwork, decision-making, problem-solving and civic participation.



Timing:

At least 1 hour, up-to 5 hours.



Activity follow-up:

Further reading –

<http://ye-letsplay.blogspot.com/2016/10/suity-hero.html>



Other value case box components:

Group size: 15-40

Needed materials:

- 5 flags divided into 5 pieces
- 5 papers with instructions
- 21x fictional money
- 15x permission to visit another country
- 5x presidential certificate
- sellotape
- sunglasses
- 5x symbol for water
- 5x symbol for the first part of a candle

All countries each have a flag, 3 permissions to visit another country, a president certificate and a secret object. But each country also has something extra:

- V Aenie: sunglasses, 2x first part of candle, 100,
- V Chateria: sellotape, 2x second part of candle, 2x water, 100
- V Tasimia: 1x first part of candle, 1000
- V Quertuum: 3x second part of candle, 600
- V Lowmaland: 3x water, 2x first piece of candle, 300

Things are complicated when the Committee, which controls the players, may insist on following the rules. Players from different countries can only meet just when they have permission and, while they are playing, they cannot even talk to members of other governments without paying for permission. (Another complication might be a virus that complicated their job)

Secret objects are very important. Every object contains a hint that shows the players the key to find peace. It is easy, but to find a key is the last task the players have to complete. As an example, the first secret object is 1PA, the second 2RT, the third 3NE, the fourth 4RS and the fifth one 5HIP, so together they form the word **partnership**, which means that the only task and the only aim of the game was to learn cooperation.

Step 3 – wrap up phase

The game should simulate the situation which was in Europe after the Second World War. In the beginning, everyone was really confused, some countries did not want to cooperate some of them were richer, some of them had almost nothing. After the game, players realized that this all things were on purpose and they were quite satisfied, because in the end, everyone was able to find the key to keep the peace.

What the players are supposed to learn is not just cooperation, but also to negotiate and trade with each other and to make quick decisions.

- 5x symbol for the second part of a candle
- 5x secret object

Your notes:

V ...

V ...

Newspaper theatre

3 steps to the activity realisation



Step 1 – preparation phase

The essence of the activity is to talk about things that are exciting in the newspaper, or about current events in the world or in the local environment. In the run-up to the game, participants are encouraged to think and discuss what is happening in the field, which side they are on and what arguments they are using. For example, through a theatre play, the young people can highlight an aspect of the text that should be talked about more or something that is being talked about too much. This also involves the audience (the rest of the group) in the discussion.

Step 2 – activity phase

In the Newspaper theatre, a group of three to five members is invited to look for an article in a newspaper that excites them or has something interesting to say. Their task is to present the article through a theatre play and they have 30 minutes to prepare it.

Step 3 – wrap up phase

After that, it is time to present the plays they have prepared. After the presentation, there is a discussion about the featured member - what the actors wanted to tell us and what the writers of the article wanted to tell us (Ferlin, 2009)



Type of activity:
Scenarios and discussion

Value of the activity:
With this activity you will be able to improve your team work, communication and decision making competencies.



Timing:
Preparation: 30 minutes



Other value case box components:
Different newspapers and magazines – they can refer on a different topics. You need to encourage the participants to be acceptable, respectful and non-judgemental when augmenting their side.

Your notes:

V ...

V ...

V ...

V ...

The path

3 steps to the activity realisation



Step 1 – preparation phase

This activity addresses competencies such as teamwork, decision making and communication. The goal of this activity is to break the routine and offer a different approach.

Timeline of the activity: 35 minutes

- V 5 minutes - brief facilitator input
- V 15 minutes - walk of the pairs
- V 15 minutes - debriefing in the large group

Step 2 – activity phase

For the implementation you will need quite a lot of space (preferably outdoors) for participants to go for a walk. It is very important to choose a calm and easy trail for the participants

Concrete steps for the implementation:

As a facilitator of a structured dialogue, the current activity might support you in conducting the session on finding possible solutions to the issue at hand.

Structured dialogues and debates among participants and policy makers does not always have to be formal and in an indoor setting as especially of the topic itself can support the notion of the importance of field work.

While in a group format start by explaining the advantages of thinking while moving. Then explain that the next step is to walk in pairs and discuss the question being central for the concrete structured dialogue session. Depending on the number of participants, make sure that the pairs are not walking on the same route or at least two pairs per same route that the suggestions the pairs make can be added with the second pair walking the same route. We also suggest that the pairs receive a map of the route they should walk and give directions to observe the environment and the behaviour of people.

Step 3 – wrap up phase

Suggest that during half of the time participant A is speaking and, on the way, back Participant B. Provide each pair with sample questions such as: How (dis)satisfied am I with the current situation? What are current most important challenges/questions? Explain what the participants should bring back as a result. Remind the participants to take a picture of the focus questions before they leave the room. As a facilitator, you may also ask them to bring back an inspiration, like a photo from the route. Debrief how the inspiration outside helped them to answer the focus question.



Type of activity:
Role playing game

Value of the activity:
With this activity you will be able to improve you team work, communication and decision making competencies.



Timing:

5 minutes - brief facilitator input;
15 minutes- walk off he pairs
15 minutes debriefing in the large group.



Activity follow-up:

Further reading –
<http://inter-religious-tools.com/wp-content/uploads/2018/12/P ATH-1.pdf>



Other value case box components:

Computer linked to a projector, PowerPoint presentation, Space (preferably outdoors) for participants to go for a walk

Reframe your mind

3 steps to the activity realisation



Step 1 – preparation phase

Collate all the materials required for this activity. Become familiar with the learner's situation. Some young people are not used to think in a positive way or reframing their mindset. Thus, this exercise could be a little difficult for them. It would be useful to have an uplifting exercise as a substitute to reduce any difficult emotions. Lastly, familiarise yourself with the exercise and the reframing phrases. Make notes of the possible words or phrases that could be used to reframe the negative words in step 2, and provide examples to the learner if they get stuck. You could use an example from your own life to create parallels.

Step 2 – activity phase

Firstly, start a conversation with the young person. Explain the concept of reframing and maladaptive thought patterns. Reframing could be understood as thinking differently, using a different perspective. You can do so by looking for evidence to counter a statement to prove or disprove concepts. If you say that you are lonely, how exactly do you know this? Testing the truth of feelings is a useful way to analyse our situations. Maladaptive thought patterns can be the belief that all experiences are bad based on one negative experience. It can be 'all or nothing' thinking. One negative feeling may convince you to give up on a whole day. These thoughts can turn into automatic thoughts that could become hard to identify. It can present itself as blowing things out of proportion and may feel threatening.

Next, explain the activity to the learner. Tell them about the aim of the activity- the aim of this activity is to reflect on the learner's thought patterns and to find more positive ways of thinking. Then, ask the learners to write down their thoughts on the following words and phrases:

- V Challenge- ?
- V I am sad- ?
- V Bad experience- ?
- V Failure- ?
- V Boredom- ?
- V Homework- ?
- V I am lost- ?



Type of activity:
Perspective-changing exercise

Value of the activity:
This activity aims to encourage positive thinking and reframing. By analysing current thought processes, the learner can identify any maladaptive thought patterns.



Timing:

Preparation: 10 min.
Implementation: 30 min.
Checking learning progress: 5 min.



Activity follow-up:

[Click here.](#)



Other value case box components:

Ensure no harm is done to the learner by not discussing overly emotional or distressing topics.
Be open and receptive.



Value quoted:

Provide an example for one of the words so the young person is aware of what is being asked. Possible ways of defining these phrases and words can be found below:

- V Challenge – An opportunity
- V I am sad – I am refilling my glass with happiness / I can find new ways of finding happiness
- V Bad experience – Opportunity to learn about myself and others / Opportunity to learn new things
- V Failure – Expert in achieving unexpected results / Opportunity to learn and grow
- V Boredom – An opportunity to try something new
- V Homework – Extended learning / An activity to expand learning
- V I am lost – I am searching for things I like and find passion in

Step 3 – wrap up phase

Reflect on the exercise with the young person. Ask them to let you know what they have learnt from the exercise. Explain them the aim of the exercise again and the benefit of regularly trying to reframe negative thought patterns.

Your notes:

- V ...
- V ...
- V ...
- V ...
- V ...
- V ...



CAN-DO MINDSET

Inner growth

3 steps to the activity realisation



Step 1 – preparation phase

As this exercise is about very personal experiences, be aware that some young people might have a troubled family history. Therefore, it is important that you familiarise yourself with their situation. It is recommended to start with an ice-breaker exercise to make the young adults feel more comfortable talking about personal experiences. Then, familiarise yourself with the exercise and collect all the materials you need for implementing it.

Step 2 – activity phase

Briefing:

Firstly, in a natural conversation style, introduce the participants to a brainstorming activity on the topic of "role models". Ask them, if they have any role models and what exactly they find inspiring about them. Discuss with them, whether there are any role models in their families or which family members typically function as role models at certain stages in our lives. Then, explain the concept of storying and that the sharing/transmitting of (family) stories can be a valuable source of learning. Also, encourage the young adults to talk about how family members or other people they feel close to influenced them to become the person they are today.

Highlight that role models or persons dear to us, incite our ability to learn from others. Therefore, they have an important function in the human learning process, influencing the way we deal with new experiences or situations. Ideally, role models exert positive influences. However, you can also explore and talk about negative influences other people can have on our lives; if you do so, also talk about strategies how to keep negative influences at a low level.

Implementation of core activity:

Then, ask learners to think about experiences they have made with learning from storying. Encourage them to give an example of a positive (familial) story that was shared with them. The young adults are then asked to write down/take notes on the lessons they have learnt from the story. You can provide a personal example of storying that you experienced yourself. This way, they know what to focus on during the activity.

Next, have them exchange their lessons learnt from (familial) storying, either in small groups or in a group discussion. Emphasize the most important aspects and lessons that can be learned from familial storying.



Type of activity:
Storying – familial story sharing

Value of the activity:
This activity is designed to explore young people's personal life story. By engaging with one's personal family story, the awareness of resources gained by their family (story) is raised. Thus, with this activity young adults learn to better identify their strengths and achievements.



Timing:

Preparation: 10 min.
Implementation: 40 min.
Checking learning progress: 10 min.



Activity follow-up:

Young people write a short text about their role model or the importance of having role models.



Other value case box components:

It is suggested to implement this activity in a trustful atmosphere.



Value quoted:

Step 3 – wrap up phase

Ask them about their opinions on the exercise and what they found useful. You can use the wrap up phase to highlight how much we learn from the stories our families transmit to us. In this regard, it is worthwhile mentioning that by sharing their stories and lessons learnt, the young adults can also function as positive role model in other people's lives.

Your notes:

V ...

V ...

V ...

V ...

V ...

V ...

V ...

V ...

Journey through life

3 steps to the activity realisation



Step 1 – preparation phase

This exercise requires young adults to engage with their biography. Therefore, difficult emotions can arise more easily. It is important that you are aware of that and prepare yourself accordingly. Collecting any relevant information beforehand on the participant's current situation can be very helpful: What are their needs and concerns? Ensure that you are able to provide the necessary support during the exercise, helping to focus on positive moments in life. Lastly, prepare the material you need for Step 2.

Step 2 – activity phase

Firstly, introduce the exercise. Explain to them what biographic reflection means. Next, ask them to write down the following:

- ✓ 3 things/experiences that you are proud of
- ✓ 3 things/experiences that were difficult to overcome, but that fostered your self-development

They are also asked to write down or explain how they managed to achieve / overcome these things. You can adapt the following guiding questions according to your needs:

- ✓ Which inner resources / behavioural patterns helped you in achieving your goal?
- ✓ How did you manage to overcome this situation?
- ✓ How did these experiences contribute to becoming the person you are today?
- ✓ What skills and strengths did you develop because of what you have achieved / overcome?
- ✓ Which persons helped you along the way and how did they do so?
- ✓ Why do you think it is important to believe in yourself? What advice could you give to other young people?

Step 3 – wrap up phase

Take some minutes to reflect on the activity. What are their opinions on the value of the exercise? You can highlight that in times of turbulent emotions or whenever young people feel insecure, doing this exercise helps them keeping focused and assures them that we can rely on our inner strengths and resources. It helps to adopt a can-do mindset.



Type of activity:
Biographic reflection

Value of the activity:
Often times, we are overwhelmed by turbulent emotions, making us feel stressed and insecure. This exercise will help young people to stay centred by reflecting on their biography and challenging moments that they have successfully overcome.



Timing:
preparation: 10 min.
implementation: 40 min.
checking learning progress: 10 min.



Activity follow-up: Research biographies online or watch biographical interviews of famous/influential people/role-models.



Other value case box components: Material:
Flipchart
Pens
Worksheets
Exercise to be implemented in a trustful atmosphere.



Value quoted:

Letter to myself

3 steps to the activity realisation



Step 1 – preparation phase

To implement this activity, the facilitators would need to give the young people different options of how they want to tell their stories because of their different learning styles. Participants can choose among several options: writing a letter, drawing pictures, or adding notes to the prompts. The facilitators need to make sure they all have a pen and a piece of paper for this activity.

Step 2 – activity phase

At the beginning of the activity, go through the activity steps. The young persons will first work individually to reflect on moments of can-do mindset and think about how they want to apply a can-do mindset for the future.

They can choose to write a letter to themselves, the past and the future one. Or they can draw or take notes in answering the following prompts.

Prompts for reflection:

- ✓ Have I ever stepped out of my comfort zone?
- ✓ Have I ever maintained positive behaviours under pressure?
- ✓ Have I ever taken initiative to solve a problem or taken on extra tasks?
- ✓ Have I ever resourcefully solved a problem?
- ✓ Have I ever, despite fear and difficult emotions, decided not to quit and persevere until the end?
- ✓ What were the positive outcomes I achieved after embracing the can-do mindset?
- ✓ How can I use the can-do mindset in the future?

Step 3 – wrap up phase

At the end, get the participants to share their letters/drawings/notes. Have them to reflect on what they can also learn from their peers.



Type of activity:
Biographic work/
reflection

Value of the activity:
This exercise supports participants in applying their thoughts and knowledge about can-do mindset. By writing a letter and sending it to their past selves, they can check if they have applied the can-do mindset in the past. They can define key actions that they would like their future self to take, and express how changes can be made with the can-do mindset.



Timing

Preparation: 5 min.
Implementation: 20 min.
Checking learning progress: 10 min.



Activity follow-up:

[Link](#)



Other value case box components:



Value quoted:

Your notes:

- ✓ ...
- ✓ ...

Rope work

3 steps to the activity realisation



Step 1 – preparation phase

The facilitator has the choice to decide whether to do this individually or in a small group. Consider the preferences, ease of collaboration, communication style, and the situation to decide. It could be used as a 'getting to know you' exercise.

Ideally this could take place outside or inside.

Prior to the activity, prepare by placing the rope on the ground.

Step 2 – activity phase

Place the rope on the ground and explain that the different ends of the rope express two poles or two extremes of thinking.

Describe the two poles so the learners understand what each of them means. For example: "the end nearest to me represents that I am fully in control. The other end represents that I am not at all in control." Explain to the learners that you could ask them questions about being in control and they could stand at a point on the rope that expresses their current position. For example: "do you feel in control of your time? Stand on the rope to show your response".

Ask a number of questions or statements they have to respond to around the concepts of the "Can-do Mindset". Feel free to add your own questions relevant to the individuals or group based on your knowledge of them. You might have to point out the different ends (positive and more negative ends of the rope) depending on the questions you ask. Make it clear that there are no right or wrong answers, and that they should place themselves on the rope scale that reflects their current reality.

Possible questions include:

- ✓ Are you a 'glass half full' or 'half empty' person? - (describe the ends of the rope relating to the two positions)
- ✓ How satisfied are you with your life story so far?
- ✓ How satisfied are you with your life at the moment?
- ✓ How resourceful are you?
- ✓ To what extent do you usually push out of your comfort zone to challenge yourself?
- ✓ Do you generally find a way to get out of a problem or a dead end situation?
- ✓ If you are going through a difficult period how much grit do you show?
- ✓ How supported do you feel from friends and family?



Type of activity:
Games

Value of the activity:

The aim of this activity is to provoke thinking and to make you reflect and voice your thoughts. The activity improves the ability to self-reflect in groups or individually.



Timing:

Preparation: 5 mins.
Implementation: 30-45 mins.
Checking learning progress: 15 min.



Activity follow-up: Information on the activity can be found here: <https://www.youthwork-practice.com/games/rope-games.html>

Other value case box components:

8ft (2 metre) long rope or 12ft (4 metre) if the group is large



Value quoted:

Ask a few questions as a warm up and then start to ask more questions about the position on their chosen position on the rope. Show interest and curiosity.

Step 3 – wrap up phase

To wrap up the activity, follow up with questions to allow self-reflection. For example:

(Name), I see you are at the end of the rope where you don't feel very hopeful or optimistic. Could you explain where that comes from?

(Name), I notice you are very resourceful from your placement on the rope. Can you give me an example of that?

(Name), you show you feel quite satisfied at the moment, so what more do you want to do and work on?

(Name), you indicate you don't feel much in control of your time. Why is that? Have you got any ideas how you could have more time for yourself? What are your best hopes in this area?

Your notes:

V ...

V ...

V ...

V ...

V ...

V ...

Walk and talk

3 steps to the activity realisation



Step 1 – preparation phase

This activity addresses competencies such as team work, decision making and communication. The goal of this activity is to break the routine and offer a different approach.

Timeline of the activity: 35 minutes

- ✓ 5 minutes - brief facilitator input;
- ✓ 15 minutes - walk of the pairs;
- ✓ 15 minutes - debriefing in the large group.

Step 2 – activity phase

For the implementation you will need quite a lot of space (preferably outdoors) for participants to go for a walk. It is very important to choose a calm and easy trail for the participants
Concrete steps for the implementation:

As a facilitator of a structured dialogue, the current activity might support you in conducting the session on finding possible solutions to the issue at hand.

Structured dialogues and debates among participants and policy makers does not always have to be formal and in an indoor setting as the topic itself can support the notion of the importance of field work.

While in a group format start by explaining the advantages of thinking while moving. Then explain that the next step is to walk in pairs and discuss the question being central for the concrete structured dialogue session. Depending on the number of participants, make sure that the pairs are not walking on the same route or at least two pairs per same route that the suggestions the pairs make can be added with the second pair walking the same route. We also suggest that the pairs receive a map of the route they should walk and give directions to observe the environment and the behaviour of people.

Step 3 – wrap up phase

Suggest that during half of the time participant A is speaking and, on the way, back Participant B. Provide each pair with sample questions such as: How (dis)satisfied am I with the current situation? What are the current most important challenges/questions? Explain what the participants should bring back as a result. Remind the participants to take a picture of the focus questions before they leave the room. As a facilitator, you may also ask them to bring back inspiration, like a photo from the route. Debrief how the inspiration outside helped them to answer the focus question.



Type of activity:

Walking and talking

Value of the activity:

With this activity you will be able to improve you team work, communication and decision making competencies.



Timing:

5 minutes - brief facilitator input;
15 minutes- walk of the pairs
15 minutes debriefing in the large group.



Activity follow-up:

Further reading –

<https://equiip.eu/activity/activity-4-walk-and-talk>



Other value case box components:

any ethical considerations, any specific material needed (supportive material/infrastructure, tips/hints, or maybe critical success factors.

The sounds around you

3 steps to the activity realisation



Step 1 – preparation phase

This activity addresses competencies such as listening, observation skills and focus.

It can be implemented individually as part of homework assignments and as part of opening training activities. In the activity, you invite participants to engage in a non-judgmental observation exercise with focus on the surrounding sounds. By fostering their ability to connect with different sounds, you lay the foundation for enhancing their active listening.

Step 2 – activity phase

The activity can be performed in different settings (indoors and outdoors). It would be recommended to practice regularly every day. Since it is envisaged as a homework assignment, the trainer can provide a short written instruction with the below described steps.

The activity should take up to 5 minutes

Concrete steps for the implementation:

- Close your eyes, if you feel comfortable to do it.
- Start breathing gently. Choose your own style of doing it.
- For a while check your body by focusing on different parts (e.g., shoulders, stomach, arms, legs, toes).
- Now, try to focus on a sound that is very far away from you. This can be a car in the street. Bird singing on a tree. Construction work from the other side of the street. Try to focus on this sound only.
- Now, try to come back, spotting sounds that are between the first sound and yourself.
- Now, try to focus only of sounds in your body. For example: your breathing, heart rhythm, etc.
- When you are ready open your eyes. Breathe in, breathe out.

Step 3 – wrap up phase

This activity can be considered part of the category of mindfulness practices.

Try to demonstrate and practice together with the activity. Encourage participants to practice regularly. Encourage them to try practicing in different settings.



Type of activity:
Outdoor activity

Value of the activity:
With this activity you will be able to improve your listening and observation skills and be able to connect with different sounds.



Timing:
Up to 5 minutes



Other value case box components:
The activity can be performed outdoors or indoors.
The trainer can provide a short written instruction.

Your notes:

V ...

V ...

V ...

V ...

V ...



ENRICHMENT - LEARNING FOR SELF AND FROM OTHERS

Brighten your horizon

3 steps to the activity realisation



Step 1 – preparation phase

It is recommended to implement this exercise on two consecutive days. Firstly, familiarise yourself with the young adults' current life situation. Think about ways how to best connect their lives with the topic at hand. See Step 2 for inspirational advice on how to start the conversation with them. After a reflection process, the young participants are then asked to conduct an interview. Ensure that they feel comfortable with this exercise, highlighting the added value of the interview exercise to keep them motivated. You can also suggest that they conduct the interviews in pairs, should they prefer. Lastly, collate all the materials needed.

Step 2 – activity phase

Briefing:

Firstly, engage the young adults in an open conversation and ask them about their standpoints towards trying out new situations. Talk with them about the benefits of seeking and learning from new experiences. You can highlight that learning from new experiences is an effective way to practice self-development, helping to become more confident when faced with challenging situations. By confronting oneself regularly with new situations, we will eventually accumulate a number of strategies on how to best deal with any given situation. Ask them what they think about role models and how they can be an enrichment in terms of learning from others. Why do we need role models and why are they important to us? You can emphasise that role models can enrich people's lives, because of their inspirational way of living or because of inspirational things that they do. Role models can therefore positively influence our lives.

Part I: Implementation of core activity:

Now, ask the participants to think about a challenging situation in their life that they had to deal with or will have to deal with in the (near) future.

Guiding questions for this can be:

- ✓ How did this situation arise?
- ✓ What is your role/task in this situation? How does that make you feel? What personal resources do you have to master the situation?
- ✓ What kind of support would you need? Who (i.e. role models) can you ask for support (in terms of experiences/skills)?
- ✓ What can you learn from their experiences?

Part II: Implementation of core activity:

After the reflection process, you ask the young adults to come up with 5 questions (based on the questions above) that they could ask their role models in an interview, either on the same day or the next. This person can either be a neighbour, a teacher or some other person. It should, however, be someone youngsters feel comfortable enough interviewing.



Type of activity:
Interviewing neighbours

Value of the activity:
This activity aims to support youngsters in becoming more open-minded, cultivating an experimental mindset. By being open to learn from others, young people expand their knowledge on how to deal with challenging situations. This exercise helps to tap into an attitude of appreciation of others' opinions and fosters help-seeking behaviour.



Timing:
Preparation: 15 min.
Implementation: 60 min.
Checking learning progress: 10 min.



Activity follow-up:
Writing a summary on the experience of interviewing their neighbours.



Other value case box components:
Ensure that young adults feel comfortable enough in interviewing neighbours/other people.



Value quoted:

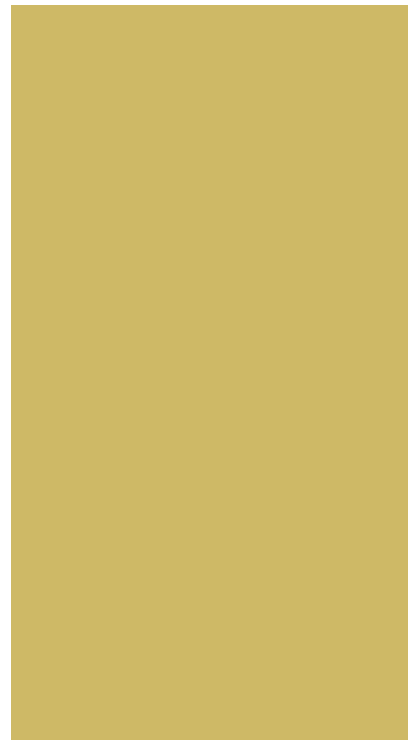
Young people's task is to take on an open and experimental mindset for this task. This should raise their awareness to learn from others.

Step 3 – wrap up phase

On the following day, you initiate a group discussion and the young participants to share the findings of their interviews. It is important to make these findings visible to them, again raising their awareness of the added value of learning from others. The below questions can guide you in this phase:

- ▼ What is an important lesson learnt from this activity?
- ▼ What strengths do the interviewees have and why did they benefit from them in this particular situation?
- ▼ In what ways was this task an enriching experience?

You can also highlight that by exchanging the different interview experiences, we also learn from each other, which helps us to foster self-development. Ultimately, we can experience a deeper connection in our relationships with others, if we allow ourselves to learn from their experiences.



Your notes:

- ▼ ...
- ▼ ...
- ▼ ...
- ▼ ...
- ▼ ...
- ▼ ...
- ▼ ...
- ▼ ...

Reflection cards – My strengths

3 steps to the activity realisation



Step 1 – preparation phase

With a set of cards, children and young people go on a treasure hunt for their individual strengths.

Create a card set with 25+ cards. On each card there is a question / statement such as:

- ✓ I can do that (very) well ...
- ✓ I like these three things about myself ...
- ✓ I achieved this goal ...
- ✓ I am very grateful for ...
- ✓ Today I am proud of myself because ...
- ✓ I would like to / be able to learn that ...
- ✓ As a superhero, I would have this superpower....
- ✓ I'm curious about ...
- ✓ If I need help, help me ...
- ✓ May I live completely without rules for a day

Step 2 – activity phase

The cards are shuffled and placed face down in the pile or freely on a table. One after the other, players draw a card, read it aloud and answer the question or complete the sentence.

Game variant - I am you: The other players draw a card and put themselves in the role of the other and answer the questions in his or her place. This is followed by an exchange on the consistency of the answer.

Step 3 – wrap up phase

Include a group discussion to help the young people to reflect on what they have learned:

- ✓ What did you learn about your friends / classmates?
- ✓ What did you learn about yourself?
- ✓ What was it like to say positive things about yourself?
- ✓ How can this help you build trust?

Share the message of the game:

We have many good qualities that no one knows about yet. We should always remember all of our positive qualities! "You can also ask the young people to tell the group what they like about each and every one of them.



Type of activity:
Pair work with reflection cards

Value of the activity:



Timing:
preparation: 30 min.
implementation: 90 min.
checking learning progress: 30 min.



Activity follow-up:

<https://www.jugendarbeit-rm.de/kreisjugendring-rems-murr-ev/service/materialien/die-staerkekarten/>

Strengths treasure chest for children and adolescents: 120 cards with 12-page booklet (Beltz therapy cards)



Other value case box components:
Exercise to be implemented in a trustful atmosphere



Value quoted:

Graffiti – Breaking wall

3 steps to the activity realisation



Step 1 – preparation phase

Graffiti is known to the general public. Young people in particular know and love the variety of manifestations. As an essential part of youth cultures, graffiti is an inseparable part of their everyday life and expressions of life. Graffiti enables young people to creatively implement their own ideas and to develop their own styles. This can be used as a starting point for discussions of more individual nature, about life and circumstances. Graffiti can be a mean transporting of messages of significant importance.

Step 2 – activity phase

It starts with a brief introduction to the history of graffiti and its public perception. The aim is to show the importance of graffiti for identifying young people in different cultures (e.g. indigenous people)

Based on this, the participants design their own graffiti. Under professional guidance, they get to know techniques and styles and practice them practically on a breaking wall. This consists of several parts (canvases), so that every young person can create their own graffiti, but at the same time all together result in a large overall graffiti.

Step 3 – wrap up phase

Include a group discussion to help young people reflect on what they have learned. By discussing the work and including motifs from other cultures in your own graffiti, you have the opportunity to recognize similarities and differences and to address individual issues and issues of globalization.



Type of activity:
Art education

Value of the activity:
Teamwork



Timing:
preparation: 30 min.
implementation: 225 min.
checking learning progress: 90 min.



Activity follow-up:



Other value case box components:
Canvases 40x40, fleece to protect the floor or wall, a wall on which the canvases can be attached

Exercise to be implemented in a trustful atmosphere



Value quoted:

Your notes:

V ...

V ...

V ...

Dinghy trip adventure

Rafting trip adventure

3 steps to the activity realisation



Step 1 – preparation phase

In youth work it is often important to create an attractive setting, young people can relate to, in order to have access for providing individual support. One way of doing this are physical or sportive activities, adventure trails, high ropes gardens, cycling trips, boot camps etc.

One interesting activity is a climbing adventure in a high-ropes garden. It is a part of action-orientated learning. It will open new fields of experience, widen the participants' views, challenge and forms personalities and creates experiences with all senses.

Furthermore, it can support social, personal and intercultural competences. This activity is especially designed for team building, pushing individual barriers, providing team spirit and creating success stories.

This implies an individual preparation phase, so that young people are neither unchallenged or bored nor overwhelmed or scared. Besides assuring, that all participants are physically capable and fit and all the legal documents which might be needed from parents or legal guardians are collected in advanced, it is important to talk to young people about the challenges, the actual trip and enhancing the positive aspects of the trip and their benefits for the participants, e.g. being outdoors, teamwork, mastering a challenge together, nature etc.

High-rope gardens can be found usually in urban surroundings and will be supervised by professionals.

Step 2 – activity phase

Organise a short introductory briefing on site for the participants together with the professional instructors including safety instructions etc.

Participants can be divided into teams supporting each other to master the challenge Tasks can be simple instructions like: "master the trail from the beginning to the end as a team" or similar The participants will come up with a plan or suggestions how to complete the challenge and discuss this during the actual activity. The team has to figure out a way to achieve the goal or complete the challenge.

The only solution is teamwork, leadership, communication and fun.

Give them 15 minutes to draw. Support the children / young people if necessary and make sure that the finished pictures are attached to the center of the patchwork picture with tape, glue or needles.



Type of activity:
Outdoor activity

Value of the activity:
using outdoor activities as a mean to generate access for individualised social service provision, creating team spirit, success stories



Timing:

Preparation: 1 day
implementation: 4-5h.
checking learning progress: 1-2h.



Activity follow-up:

Talk about this activity as a positive example and best practice and suggest similar activities for the future



Other value case box components:

Dinghy, flipchart,



Value quoted:

It was fun.
It was an exciting trip.
I have learnt a lot about myself.
We were a good team.

Step 3 – wrap up phase

The young people reflect on the activity, preferably at a bonfire or back in a boot camp or at a picnic etc.

Guiding questions could be:

- ✓ How did you develop a plan to complete the challenge?
- ✓ What did you individually feel, when you mastered it?
- ✓ What was the biggest challenge for you personally?
- ✓ What was your personal highlight?
- ✓ What was the funniest/scariest moment for you?
- ✓ Did you imagine that you could achieve something like that?
- ✓ Formulate one sentence as feedback to your team mates.
- ✓ Do you have a personal message for one of your team mate?

Your notes:

✓ ...

✓ ...

Dinghy trip adventure

Mountain/rock climbing adventure

3 steps to the activity realisation



Step 1 – preparation phase

In youth work it is often important to create an attractive setting, young people can relate to, in order to have access for providing individual support. One way of doing this are physical or sportive activities, adventure trails, high ropes gardens, cycling trips, boot camps etc.

One interesting activity is a climbing adventure in a high-ropes garden. It is a part of action-orientated learning. It will open new fields of experience, widen the participants' views, challenge and forms personalities and creates experiences with all senses.

Furthermore, it can support social, personal and intercultural competences. This activity is especially designed for team building, pushing individual barriers, providing team spirit and creating success stories.

This implies an individual preparation phase, so that young people are neither unchallenged or bored nor overwhelmed or scared. Besides assuring, that all participants are physically capable and fit and all the legal documents which might be needed from parents or legal guardians are collected in advanced, it is important to talk to young people about the challenges, the actual trip and enhancing the positive aspects of the trip and their benefits for the participants, e.g. being outdoors, teamwork, mastering a challenge together, nature etc.

High-rope gardens can be found usually in urban surroundings and will be supervised by professionals.

Step 2 – activity phase

Organise a short introductory briefing on site for the participants together with the professional instructors including safety instructions etc.

Participants can be divided into teams supporting each other to master the challenge Tasks can be simple instructions like: "master the trail from the beginning to the end as a team" or similar The participants will come up with a plan or suggestions how to complete the challenge and discuss this during the actual activity. The team has to figure out a way to achieve the goal or complete the challenge.

The only solution is teamwork, leadership, communication and fun.

Give them 15 minutes to draw. Support the children / young people if necessary and make sure that the finished pictures are attached to the center of the patchwork picture with tape, glue or needles.



Type of activity:
Outdoor activity

Value of the activity:
using outdoor activities as a mean to generate access for individualised social service provision, creating team spirit, success stories



Timing:

Preparation: 1 day
implementation: 4-5h.
checking learning progress: 1-2h.



Activity follow-up:

Talk about this activity as a positive example and best practice and suggest similar activities for the future



Other value case box components:

High-ropes garden, flipchart,



Value quoted:

I never thought, I would do it.
Max, helped a lot. We were a good team.
People from Poland are cool. (intercultural context)

Step 3 – wrap up phase

The young people reflect on the activity, preferably at a bonfire or back in a boot camp or at a picnic etc.

Guiding questions could be:

- ✓ How did you develop a plan to complete the challenge?
- ✓ What did you individually feel, when you mastered it?
- ✓ What was the biggest challenge for you personally?
- ✓ What was your personal highlight?
- ✓ What was the funniest/scariest moment for you?
- ✓ Did you imagine that you could achieve something like that?
- ✓ Formulate one sentence as feedback to your team mates.
- ✓ Do you have a personal message for one of your team mate?

Your notes:

- ✓ ...
- ✓ ...
- ✓ ...
- ✓ ...
- ✓ ...

Story telling - Patchwork picture

3 steps to the activity realisation



Step 1 – preparation phase

For this exercise, you need enough space and tables so that the young people can draw. In addition, paper or fabric, markers or fabric paints and ribbons or needles to hang up the finished picture.

Step 2 – activity phase

Explain to the young people that they will create a patchwork picture made up of the strengths of the (class) community. Each person will first draw a picture of one of his or her strengths. If the young people find it difficult to develop their own ideas, they can discuss them with classmates in order to receive suggestions.

Hand out paper or cloth and markers or paint.

Explain that the finished pictures of your personal strengths will be put together into a large patchwork picture at the end.

Explain to them that they can draw a second picture if they have enough time. When the picture is ready, the young people should attach it to the community patchwork picture.

Give them 15 minutes to draw. Support the children / young people if necessary and make sure that the finished pictures are attached to the center of the patchwork picture with tape, glue or needles.

Step 3 – wrap up phase

Discussion:

Tell young people that they have completed the pictures of their strengths and that they will now look at the patchwork picture together.

Ask them how the patchwork picture looks compared to the individual pictures. (E.g. ∴ It's bigger, better, more beautiful.)

Share the message of the game:

"When all the strengths of the community are combined, something nicer and stronger emerges from it. Each strength is beautiful in and of itself. But if something bigger emerges from the union of these strengths, it is even nicer."


Ask them if they could hang the patchwork picture alone and why / why not. Explain that together as a class / community you will use your individual strengths to put the picture on the wall.


You can maybe encourage young people to do this activity in a way to draw attention to the strength of the person on their right – and in that way we can encourage them to think about others in a nice way.




Type of activity:
Relationship ability

Value of the activity:
Recognize the strengths of the family, classmates, and the peer group and explain how they can support success and responsible behavior

 Timing:
preparation: 10 min.
implementation: 30 min.
checking learning progress: 60 min.

 Activity follow-up:
e.g. further reading – links on methods/tools (for the professional)

 Other value case box components:
Exercise to be implemented in a trustful atmosphere

 Value quoted:



The activity could also be used to draw the attention to the strength that they observe in their classmates, that they wish to have and then talk to them about how to gain this strength. This can be deepened in thinking about the different strengths of their classmates.

Help young people to fix the picture on the wall.

Your notes:

- V ...
- V ...
- V ...
- V ...

When in need

3 steps to the activity realisation



Step 1 – preparation phase

Before the activity phase, prepare the necessary materials before seeing the young person. Ensure you have plenty of paper and a pen. When speaking with them, be kind, sensitive, and gentle. The young person should be guided to identify a close helpful circle in times of crisis, so prepare some questions beforehand to help them brainstorm who this could be. Possible questions include:

- ▼ Is there anyone in your circle who has helped you during a difficult situation?
- ▼ Who can you turn to when in need?
- ▼ Thinking about those around you, who do you feel is someone you can rely on?

Step 2 – activity phase

Explain the activity to the young person and ask them whether they feel comfortable discussing possible crisis measures. Evaluate their current situation and at-risk situations (e.g., alcohol abuse in their family, volatile relationships, mood swings, neglect, negative peer situations). Once you have enough information about their current situation, describe to the youngster the next step of the activity, which is to create a network of helpful contacts when in need.

On a piece of paper, ask the young person to draw themselves and in bubbles around, draw individuals who can offer a helping hand, who are reliable and who are there for them in times of crisis. To help them identify these individuals, you can ask various reflective questions such as the ones included in Step 1 of this activity as examples.

As an extra part of this activity, young people can also do the same drawing and instead identify possible negative individuals in their life to identify risk. If you decide to do this step as well, identify negative influences first and then positive ones so that the session ends on an uplifting note.

Step 3 – wrap up phase

Reflect on how this activity made the young person feel and whether they feel more comfortable now in times of trouble. End the session at a time when the young person feels comfortable to leave.



Type of activity:
Crisis measures, how to help and react

Value of the activity:
This activity aims to identify a helpful circle of individuals in a young person's life. It can help during crises and offer a contact to reach out to when needed.



Timing:

Preparation: 15 min.
Implementation: 30-60 min.
Checking learning progress: 15-20 min.



Activity follow-up:

[Link on supporting young people in crisis.](#)



Other value case box components: Ensure sensitivity and confidentiality in the sessions. Listen effectively to the young person when they share their thoughts and information.



Value quoted:

Your notes:

V ...

V ...

V ...

Connect with empathy

3 steps to the activity realisation



Step 1 – preparation phase

In today's fast-paced world we tend to become more and more absorbed with ourselves, sometimes neglecting our relationships, eventually stepping further away from being able to empathise with others. However, relating and empathising with others can be a very enriching experience. It allows us to learn from others, about ourselves and the way we approach new experiences. You can therefore implement this exercise whenever you feel that young people need to re-connect with each other as a group. As a first step, you would think about their current life situation: which (controversial) issues may be of interest to them. Prepare moderation cards and write down one controversial topic on each card. Collate all other material required for this exercise. Also prepare questions that you could ask during the discussion in Step 2.

Step 2 – activity phase

As a first step, engage the young adults in a conversation about learning from others. Why is it important to learn from others' opinions? Why is it an enriching experience? Have these experiences made them change their behaviour in certain respects or the way they approach challenges? Explain to the participants that people disagree on topics, because of different worldviews or experiences they have made. By showing empathy for other people's opinions, we allow ourselves to learn from their experiences. Next, divide them in pairs of 4. One youngster draws a card and expresses his/her opinion on the controversial topic for 3 minutes (without interruption). The other youngster is listening carefully and is not allowed to say anything. The aim is for the listeners to empathise with the talkers viewpoint. Afterwards, the listening partner has only got one minute to recap what the other one has said, but without expressing one's own opinion. The other 2 meanwhile function as silent observers and then assess how the tone and body language of the speakers helped to convey the message. Finally, the young adults discuss their roles, what was difficult / fun? How were they able to empathise with the person? How has his / her viewpoint contributed to a different view on the topic. This activity can be repeated with reversed partner roles and different topics.

Step 3 – wrap up phase

To wrap up the activity, the participants summarise the value of the activity. How did it feel to put oneself in someone else's shoes? Not only will this reflection exercise raise young people's awareness of empathy, but it will also show them that staying open to new experiences is a valuable source of learning.



Type of activity:
Group dynamic activity

Value of the activity:
This activity aims at building up conscious relationships with others. Practicing empathy and being able to show empathy to other people can serve as a source of learning. This helps us to better relate with others, resulting in more meaningful relationships.



Timing:

Preparation: 20 min.
Implementation: 40 min.
Checking learning progress: 10 min.



Activity follow-up:

<https://www.understood.org/articles/en/teaching-with-empathy-why-its-important>



Other value case box components:

It is recommended to implement this exercise with young adults that are already familiar with each other.

Material:
Moderation cards
Pens



Value quoted:

Play mobile

3 steps to the activity realisation



Step 1 – preparation phase

The pandemic, with curfews, the closure of schools and day-care centres, shops and leisure facilities, and the call for physical distance, has dramatically changed our lives and our daily routine.

The focus of the exercise is on young mothers and fathers and the emotional well-being of families and giving them space to work through their time in family isolation. For young people, the loss of familiar daily structures and routines is particularly stressful.

Briefing:

Setting in public space, e.g. public playgrounds, parks, ...

- For the implementation of the exercise, a vehicle (car, cargo bike, handcart, etc.) is needed to transport the material.
- Content: Outdoor games such as balls, skipping ropes, Frisbee, Swedish chess, swing towels, slackline and similar games that can be used in teams or pairs.

Step 2 – activity phase

Implementation of core activity:

- At least two educational specialists are needed who regularly (e.g. once a week) offer playful activities for children and adolescents at a specific location. The aim is to talk and listen to them and their parents through play, to recognize the need for support and, if necessary, to offer further help (psychologists, etc.).
- The aim of the play mobile is to make itself superfluous, as young people and young parents are empowered to implement the help offered themselves.
- Children are empowered to discover new play spaces (urban space)

Step 3 – wrap up phase

Follow-up questions for the educational team in order to be more needs-oriented:

- ✓ What were the main problems?
- ✓ Which target groups were reached?
- ✓ Can thematic trends be identified?
- ✓ Is there a need for cooperation with other experts?
- ✓ What are the best ways to make contact?



Type of activity:
Role play (with brainstorming activity)

Value of the activity:
This exercise will provide opportunities to young families to have access to professional support



Timing:

preparation: 1 day
implementation: 120 min.
checking learning progress: n/a min.

Carrying out the exercise at regular and manageable intervals (e.g. once/week) at the same time is required



Activity follow-up:

e.g. further reading – links on methods/tools (for the professional)

<https://www.jmd-respekt-coaches.de/>



Other value case box components:

Exercise to be implemented in a trustful atmosphere



Value quoted:

- V Are my materials suitable?
- V Are offers of help accepted?



Your notes:

- V ...
- V ...



MAKING IT HAPPEN

Mediation - helping each other

3 steps to the activity realisation



Step 1 – preparation phase

Having faith in the abilities and judgement of young people is one of the key factors of this exercise. The idea is that young people listen and are receptive to the issues of their friends, fellow class mates or colleagues etc., develop empathy and good judgement.

Participants have to be informed about the methodology, the setting and their role. The participants should not be, by no means, co-dependent and all should agree discretion.

This exercise should be done in groups of 5 to 8 participants and participants should be prepared to describe a case or situation, they might need help or advice and be ready to listen and give unsolicited advice or suggestions, what can be done to solve the issue/problem. It should be considered to choose a different location than school, e.g. a café, a park etc.

All “cases” are important and should be treated accordingly. Cases can be of a personal nature (family, friends etc.) or conflict with others, etc. A potential case giver, can call for an advisory meeting.

Step 2 – activity phase


One participant is the Case giver and the rest of the group is the advisory group. Members of the advisory group don't have to be familiar with the case, the topic or even the background of the case giver.


- ✓ The group should select a moderator (could also be offered by the pedagogical staff)
- ✓ Case giver presents the case in much detail as necessary
- ✓ The advisory group only listens and does NOT give feedback or opinions during the presentation
- ✓ The advisory group can ask questions for clarification
- ✓ The advisory group retreats for working on the case and collecting advice, suggestions for possible solutions. A possible scenario could be:
- ✓ The participants of the advisory group try to take on the role of the persons involved in the case and paraphrase suggestions, feedback etc. e.g. I think/feel/would, being (person x), that ...
- ✓ Role play the situation, so that the case giver can reflect as an outsider and brainstorms, elaborates suggestions, solutions etc. with the advisory group
- ✓ Feedback of the case giver, what was most important for him/her and announcing, if the suggestions, suggested solutions etc. were helpful and which if he/she gained new perspectives and knowledge from the process




Type of activity:
Mediation

Value of the activity:
using mediation and feedback techniques for problem solving and crisis management

 Timing:
preparation: 1h
implementation: 1-2h.
checking learning progress: 1h.

 Activity follow-up:
Talk about this activity as a positive example and best practice and suggest similar activities for the future

 Other value case box components:
Flipchart

 Value quoted:
It worked.

The team helped my finding a solution for a very personal problem.

Step 3 – wrap up phase

The young people reflect on the activity.

Guiding questions could be:

- ✓ How did you feel, when presenting the case?
- ✓ How did you feel about the advice/suggestions ... given?
- ✓ Did you feel valued in the group?
- ✓ What feedback would you like to give to the advisory group?

Your notes:

- ✓ ...
- ✓ ...
- ✓ ...
- ✓ ...

Rap

3 steps to the activity realisation



Step 1 – preparation phase

Rap and hip hop are music genres that shape the everyday lives of many young people. When writing their own lyrics, they can process experience: and situations and channel them into a text. The young people can deal with their own biography.

The content of this exercise is to teach writing techniques for the successful and independent writing of rap texts. The young people open up through their own texts. The presentation of the results requires courage to jump over one's own shadow, but thus create a sense of achievement and recognition.

Step 2 – activity phase

Procedure to be discussed with the young people:

1. Choose together with the young people a ready-made beat. In almost all types of songwriting, the melody comes before the lyrics.
2. Brainstorm. The youngsters let their creativity run free while the beat is on repeat.
3. The young people write first the hook line (chorus). The hook should not only sum up the theme of the song, but more importantly, be catchy and unique. Choose points from your brainstorm list that inspired you and work them out.
4. Structure the song - a popular song structure looks like this:
 - ▼ Intro
 - ▼ Verse
 - ▼ chorus
 - ▼ Verse
 - ▼ chorus
 - ▼ Verse
 - ▼ Intermediate part (breakdown)
 - ▼ chorus
 - ▼ outro
5. The young people practice the song and continue to work on the text. The texts can reflect personal experience. The young people present the finished song in front of the group (class, school, club, peer group, ...). It takes courage and confidence. But it strengthens self-confidence and confidence in one's own strengths and abilities.



Type of activity:
Music; Rap

Value of the activity:
Self-confidence



Timing:

preparation: NN min.
implementation: NN min.
checking learning progress: NN min.



Activity follow-up:
e.g. further reading
– links on methods/tools
(for the professional)



Other value case box components: Exercise to be implemented in a trustful atmosphere



Value quoted:

Step 3 – wrap up phase

V In this phase, the texts can be reflected on and discussed.

Your notes:

V ...

V ...

Believe in yourself

3 steps to the activity realisation



Step 1 – preparation phase

This exercise is a 10-minute mindful meditation exercise. Some of the young people might not be familiar with meditating. Thus, as a first step, think about some inspiring introductory words to tell in Step 2, so that they are more willing to participate in the exercise. Then, think about young peoples' lives, their interests and goals. Take some notes. Which mindset could help them in achieving their goals? Next, prepare statements and phrases to tell during the meditation in Step 2. By doing this exercise, young people will learn to reflect on their goals. Therefore, think about how to connect this topic with young people's lives. Lastly, think about a calm and pleasant place that invites them to relax.

Step 2 – activity phase

Firstly, approach the young adults by involving them in an informal conversation and ask them how they are feeling right now. Explain to them the mindful meditation exercise and its value. Then, ask them to get into a relaxed sitting position, with their palms placed on their knees and eyes closed. Now, they are tuned into the meditation exercise by communicating the statements/questions you have prepared in Step 1. Some guiding statements could be:

- ✓ What goals do you want to achieve?
- ✓ Visualise your goal, and visualise what would happen if you achieved it.
- ✓ Visualise your goal, and visualise why it is important to you.
- ✓ Think about what you would need for achieving your goal?
- ✓ Imagine if you did not reach your goal – why is it still worth trying?
- ✓ Imagine what else you can learn from this experience.

Step 3 – wrap up phase

Finally, ask young people how they felt doing this activity and how they feel right now, after doing the mediation. Explain to them that by doing mindful meditation exercises frequently, the mind will automatically become more relaxed. Also, point out that this kind of exercise fosters an attitude of positive self-care and self-compassion.

Your notes:

- ✓ ...
- ✓ ...



Type of activity:
Reflection work

Value of the activity:
This activity encourages young people to think about their goals and what they need to achieve their goal. By engaging in a short meditation exercise, young people learn to visualise their goals, fostering action taking behaviour.



Timing:

Preparation: 10 min.
Implementation: 10 min.
Checking learning progress: 10 min.



Activity follow-up:

<https://www.youtube.com/watch?v=ZToicYchIOU>



Other value case box components:

It is recommended to implement this exercise in a calm and peaceful atmosphere. You can also implement this activity indoors.



Value quoted:

Maximise your potential

3 steps to the activity realisation



Step 1 – preparation phase

As a first step, think about young people's lives and their interests. What goals might be important to them or which role models could they possibly have? Take some notes/prepare some questions that are useful for engaging the young adults in a discussion in Step 2. Next, based on your preliminary thoughts, write down a few questions that are answered during their own video production in Step 2. They will serve as a guideline so that the young adults are not stuck during the video production process. Lastly, you might want to prepare a short video of yourself, in which you share your personal experiences that helped you in achieving your goals or becoming more initiative. This way, learners will better understand the aim of the exercise and what the video production should be about.

Step 2 – activity phase

Briefing: To implement this activity, as a first step, you would engage young adults in a conversation and ask them what they think about goal striving behaviour. Use the notes/questions you prepared in Step 1. You should highlight that sometimes taking action also requires willingness to risk failure. Ask the young people what value daring to try has. How would it feel, if one would reach the set goals?

Implementing the core activity:

Next, you explain the core activity the participants. Firstly, tell them about the aim of the activity: the aim is that young adults learn how to better focus on their goals and how to develop or foster initiative behaviour. In order to practice this, the participants do a short video production (3-5 min.) with their smartphone. In the video they reflect and talk about their thoughts and personal experiences with goal striving behaviour. The focus is along the lines of the following guiding questions:

- ✓ What goals do you want to achieve?
- ✓ Why is this goal important to you?
- ✓ Which steps would you need to take to achieve your goal?
- ✓ Which goals have you already achieved?
- ✓ How did you manage to achieve them?
- ✓ What advice could you give to someone, who wants to achieve a goal?
- ✓ Why is it worth trying? What happens if you fail?
- ✓ Why can role models be helpful in achieving a goal?
- ✓ What does "maximising your potential" mean to you?

They can record their short videos either in pairs or by themselves and forward it then to the trainer via mail. You can watch the videos together with the young adults and have a discussion afterwards.



Type of activity:
Short video production

Value of the activity:
This activity aims at stirring motivation in young people to focus on goals that are important to them. This will be achieved by them recording themselves in a short video, reflecting on personal experiences and sharing these experiences with peers.



Timing:

Preparation: 20 min.
Implementation: 70-90 min.
Checking learning progress: 20 min.



Activity follow-up:

Setting SMART goals:
<https://www.youtube.com/watch?v=i0QfCZjASX8>



Other value case box components:

Materials: smartphone, internet, beamer, email account (to forward videos)

Step 3 – wrap up phase

After watching the videos, invite to reflect on the exercise together. Ask them what they have learnt in this exercise. In which respect has their attitude towards goal striving behaviour changed? What is their perspective towards failing, how has it changed? Finally, summarise the reflection process and point out the most important findings you have discussed.

 Value quoted:

Your notes:

V ...

V ...

V ...

V ...

V ...

V ...

V ...

V ...

Famous fails

3 steps to the activity realisation



Step 1 – preparation phase

Find some examples of ‘famous fails’ to give to the young people as a way of prompting them to change their mindset and move towards a ‘growth mindset’. You will also need to provide them with some paper and pencils/pens.

Here are some examples you could use:

- V** Steven Spielberg was rejected by the California School of Cinematic Arts twice and still became one of the most famous directors in movie history.
- V** Bill Gates dropped out of Harvard and his first business Traf-O-Data failed. He then founded Microsoft and became the world's youngest self-made billionaire.
- V** Michael Jordan famously said: “I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game with a shot and miss. I've failed over and over and over again in my life. And that is why I succeed.”

Step 2 – activity phase

Using the examples provided above (or your own examples), ask the young people to think about them. Encourage them to carefully think about these mistakes and ask what can be learnt from these stories. Whose story do they find the most inspiring and why?

Now ask them to think about some of their own failures. Ask them to write down their failures on the piece of paper and say why they think this was a failure- what went wrong? How did they respond? Do they wish they responded differently to the situation?

Step 3 – wrap up phase

Ask the young people to reflect upon their failure and ask them what they learnt from the situation.

Do they think they would react differently now if something similar were to happen again?

What positives can be taken from the experience?



Type of activity:
Perspective change exercise

Value of the activity:
Encouraging young people to view ‘failure’ as an opportunity to learn and grow. Asking them to reflect upon their own experiences and the stories of celebrities to highlight how failure is a part of life and how we react and respond to failure is what is the most important.



Timing:
Preparation: 5-10 min.
Implementation: 20 min.



Activity follow-up:
N/A



Other value case box components:
N/A



Value quoted:

Your notes:

- V** ...
- V** ...

Line mapping

3 steps to the activity realisation



Step 1 – preparation phase

For this activity, you will need to supply the young people with a pen and paper.

Step 2 – activity phase

Ask the young people to think about something they would like to achieve in the near future. Set a time goal of a week or a month for them to monitor and achieve this goal. Support them to create a timeline for the next week to visualise how they will achieve this, including action points throughout which they can refer to or check off as the week progresses.

For example, the young person may say they want to spend their time outside of school more positively and develop positive role models. An action point for this may be to join an afterschool club. Then the next action point may be identifying already existing positive influences in their lives such as friends, family, or activities they already enjoy.

Step 3 – wrap up phase

Encourage the young people to reflect upon what they have written as their goal and their action points for achieving the goal. Ask questions from the answers they have written such as:

- ▼ Why is X a positive influence in your life?
- ▼ What do you want to gain from meeting other positive influences?
What kind of behaviour do you want to learn from others?
- ▼ What is it about your current behaviour that you think needs to change?



Type of activity:
Life-line mapping

Value of the activity:



Timing:

Preparation: 5 min.
Implementation: 15-20 min.
Checking learning progress: 10 min.



Activity follow-up:
N/A



Other value case box components: Follow up regularly with the young people to see their progress. If needed, offer some motivational messages and point out the achievements they already made.



Value quoted:

Your notes:

- ▼ ...
- ▼ ...

Finish the story

3 steps to the activity realisation



Step 1 – preparation phase

The “Finish the story” game is a fun group activity that develops storytelling skills. The game is best for 2 to 8 players. The aim of the game is to create a complete story as a team. Going around in a circle each player will contribute one sentence to the story.

Step 2 – activity phase

The activity can be performed in different settings (indoors and outdoors). The activity should take up to 5 minutes.

Here are step-by-step instructions on how to play the game:

- ✓ Gather your players into a circle on the floor or around a table.
- ✓ Person one (this can be a youth worker) starts off the story.
- ✓ Person two continues the story by saying the next sentence.
- ✓ Person three carries the story on and so on.
- ✓ Depending on the size of the group, each player may have between 2 to 5 goes.
- ✓ When the story is coming to an end, the last player says the ending sequence.
- ✓ You can also make the game more challenging by setting a time limit or limit on how many turns each player has or by introducing special words that players must use in their sentences.

Step 3 – wrap up phase

You can use this activity to bring up any topic you wish you group to make a story about and if you're actively participating you can steer the story towards the themes or ideas you wish the group to engage with. Feel free to experiment and customize the game in any way you like to suit your player's abilities and writing level.

Some ideas for a start :

- ✓ You hear a knock on the door and...
- ✓ You receive a letter from...
- ✓ You time-travel to the year 3000 and...
- ✓ You invent something new and...

Your notes:

- ✓ ...
- ✓ ...



Type of activity:
Group Activity

Value of the activity:
With this activity you will be able to improve your and participants' imagination, creativity, team building as well as improvisational, listening and storytelling skills.



Timing:
Up to 5 minutes



Other value case box components:
The activity can be performed outdoors or indoors.

Creative brainstorming

3 steps to the activity realisation



Step 1 – preparation phase

This activity creates a space for creativity without resistance and prejudice. The activity is inspired by Shirzad Charminé (2012) and his book on positive intelligence. In his training programme on positive intelligence, Shirzad introduces the 10% innovator rule. The rule says that to adopt an innovative spirit, you need to change your mindset and accept that even in the craziest idea you hear, there is at least 10% of the idea that could have a great solution.

You can use this exercise when your group is in the phase of looking for possible solutions. The best way to prepare the room is to organise the chairs in a circle.

Step 2 – activity phase

1. Invite participants to sit in a circle. Ask them to present their craziest ideas that come to mind. Ask one of them to share their idea (for example: "I think we can change the way the mayor looks at this issue by organising a naked parade in the main square of our city").
2. Ask the other participants to build on the elements of this idea using the 10% rule (e.g. "Great idea. I like the idea that we need to do an attractive activity in the city centre to get more people involved. How about inviting circus artists?").

Step 3 – wrap up phase

Encourage youth leaders, coaches to continue the creative brainstorming in the model described above until they find the perfect resolution.

This is a very positive activity with no identifiable risks.

Before engaging participants in the brainstorming process explained above, it would be advisable to do a short demonstration with a volunteer from the group.



Type of activity:
Group Activity

Value of the activity: Issues addressed with this activity are: creativity, problem solving, cooperation, active listening



Timing:
Up to 60 minutes



Activity follow-up: Further reading:
www.positiveintelligence.com



Other value case box components:
No special materials are required, but writing materials, including sticky notes are recommended.

Your notes:

- V ...
- V ...
- V ...



RESPONSES TO ROADBLOCKS AND SETBACKS

My story

3 steps to the activity realisation



Step 1 – preparation phase

Divide the learners in pairs. Each learner should take their turn and tell a story about themselves that is rooted in things that really happened in their life.

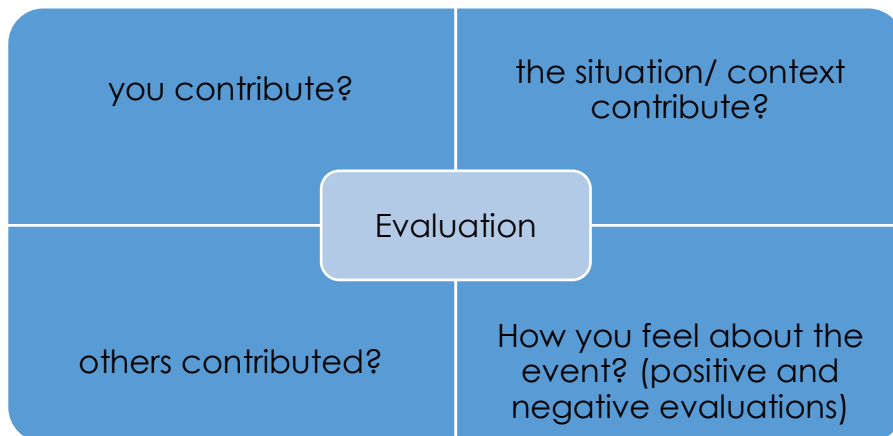
Step 2 – activity phase

Choose an event from your life that seems important.

- ✓ What happened? What happened then?
- ✓ What are you describing?
- ✓ What is the point of telling this story?

Step 3 – wrap up phase

How do you evaluate this event?



The three points below might help you evaluate the situation:

- ✓ Your ability to take action
- ✓ Your ability to identify choices, and perhaps create them and make them
- ✓ Your decision-making process

Did you learn anything about yourself from this situation that you can apply to other situations?



Type of activity:
Biographic work



Timing:

Implementation: 20 min per pair
Checking learning progress: 15 min
feedback & debrief



Activity follow-up:

N/A



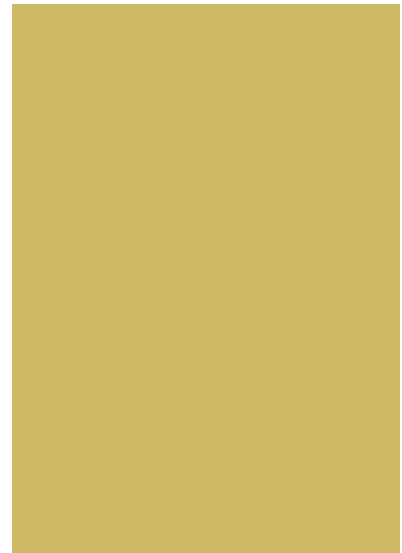
Other value case box components:

If the group is familiar with each other, work in groups of 4. The facilitator can comment in general at the end of the exercise. For example, it might be relevant to comment on how some might get stuck in a negative story or take on a negative label that they carry throughout life. Perhaps some will learn by seeing themselves in a situation and evaluating life events.



Value quoted:

If you told your story to someone else, ask for feedback on how they felt hearing your story. They could give you feedback based on what kind of role you had, how you viewed yourself, how close you are to that version of yourself, how this event affected your life since. How harshly did you judge yourself? Did you take responsibility? Did you find ways to move on? Is there positive learning from your story that you take forward now?



Your notes:

- V ...
- V ...
- V ...
- V ...
- V ...
- V ...

Psychodrama - Coping with stress

3 steps to the activity realisation



Step 1 – preparation phase

Rules of the Game:

- ✓ Tell the teenagers that it is normal to be stressed. Also say that there are times when we cannot control the causes of stress, but we can use some strategies to reduce the stress we are feeling.
- ✓ Explain that you will discuss the three points of stress management: awareness, balance, relationship. Write the three points on the board / flipchart.

Step 2 – activity phase

- ✓ Ask the young people what happens when they feel stressed. You can draw the following table on the board:

Body	Feelings
Muscles contract; sweat; feeling tired; Headache; ...	Get angry easily; overwhelmed; scared; negative; pessimistic; feeling that you cannot control, influence or change something

- ✓ Explain that young adults can learn to recognize the signs of stress and that being aware of this can help them manage the stress.
- ✓ The young people note down the word “awareness” and write how they can become aware of stress.
- ✓ Ask the teenagers what they think they need to balance their lives, stay healthy and reduce stress. E.g. balance between school and private life; Exertion and rest; Time alone and time with people; ...
- ✓ Explain that balance is different for everyone, so you need to figure out for yourself what works best. Feeling stressed is often a sign that you are out of balance. Sometimes we have no control over the balance in our life. In these cases, we can try to be in control of what is possible, e.g. breathing exercises, spending time alone, or talking to friends.
- ✓ The young people note down the word “balance” and write where they need to create balance. This can be: sleep, time for yourself, activities and leisure, etc.
- ✓ Explain that we need relationships with other people and that we need positive, supportive relationships to stay healthy.
- ✓ The young people note down the word “relationships” and write who they need in order to take the time to have contact with others and to cope with their stress.
- ✓ Now the young people can share their three points of coping with stress with their classmates.



Type of activity:
Problem-solving strategy

Value of the activity:
Understand the causes of stress and reduce or prevent stress in our lives

Timing:
preparation: 10 min.
implementation: 60 min.
checking learning progress: 30 min.

Activity follow-up:

Other value case box components:
Blackboard and circles or flipchart and markers;
Paper and pencils

Exercise to be implemented in a trustful atmosphere

Value quoted:

Step 3 – wrap up phase

Include a group discussion to help the young people reflect on what they have learned.

- ✓ What did you learn about how to prevent stress?
- ✓ What was surprising for you?
- ✓ How can you ensure that you apply the three points of coping with stress in your life?
- ✓ What else can you do to cope with your stress?
- ✓ What can you do if you cannot control one or more points?

Share the message of the exercise:

There are many types of stress that we cannot control. However, we can employ strategies that will help us reduce the controllable stress in our lives.

Your notes:

- ✓ ...
- ✓ ...
- ✓ ...
- ✓ ...
- ✓ ...
- ✓ ...
- ✓ ...
- ✓ ...
- ✓ ...

Just breathe

3 steps to the activity realisation



Step 1 – preparation phase

There are times in our lives, when we are stressed out about something or our mind feels rattled easily. Very often, we tend to develop these feelings if we are experiencing problems or setbacks. Especially young people tend to feel insecure when faced with problems. Therefore, as a first step, think about their situation and collect information on them. Try to find issues to connect with them. What problems might they be faced with? Also, note down some positive words and phrases you could say to them when implementing Step 2.

Next, think about how to introduce the exercise to the young adults. Bear in mind that perhaps some might have never tried a breathing exercise before, feeling a little bit uncomfortable. Then, think about how you want to structure the exercise. What do you want to say to at the beginning, middle and end of the exercise? Take some notes to be used in Step 2.

Then, prepare a sheet of paper, onto which the young adults can write down current (or past) concerns/problems/setbacks in Step 2. Do not allocate too much time on this, so that the people do not get absorbed by negative emotions.

Lastly, ensure that the activity is implemented in a spacious, quiet and freshly aired room (you can also do the exercise outdoors).

Step 2 – activity phase

Firstly, you start an informal conversation with the participants on how they are feeling today. Then, introduce them about the activity to follow. Firstly, hand out the piece of paper. Explain to participants that they have around 5 minutes to write down a concern/problem situation that they are (were) experiencing. This information can be private.

Then, ask them to take a comfortable standing or seating position, whatever feels right to them. Next, you tell them to stand tall and to feel the weight of their feet on the ground. Lead their attention towards their bodily sensations.

Then, tell them to take deep breaths, in and out, breathing through the belly. After a few breaths, tell the participants to visualise the situation they have written down beforehand. Tell them to visualise how they have mastered the situation, what they have learnt from this experience, in which respects it has made them stronger, how they can face similar/future situations. Tell them that it is okay to fail and that life means to learn from one's mistakes. Try to stress the positive moments and skills the young people might have learnt from this experience.



Type of activity:
Physical activity
(breathing exercise)

Value of the activity:
Breathing techniques help us to connect with how we feel at present. Thus, positive and negative behavioural patterns can be identified more easily. Regularly practicing breathing techniques strengthens young people's ability to develop resilience, making them feel less insecure.



Timing:

Preparation: 10 min.
Implementation: 10 min.
Checking learning progress: 10 min.



Activity follow-up:
<https://www.healthline.com/health/breathing-exercise>



Other value case box components:
It is recommended to implement this exercise in a quiet and relaxed atmosphere.



Value quoted:

Whatever you tell young people during the breathing exercise, make sure that it is of value to them and connected with their reality. Try to create a relaxing atmosphere with the tone and pace of your voice.

Step 3 – wrap up phase

Reflection process: after the breathing exercise, ask about their opinions. How did they feel during the exercise? How do they feel now, when thinking about their problem situation? Tell them that breathing exercises are very helpful in any situation that makes us feel stressed out. Exercising regularly reinforces a relaxing effect and stabilises the mind. Thus, breathing exercises allow to reflect about coping behaviour mechanisms in a more creative and physical way.

Your notes:

V ...

V ...

V ...

V ...

V ...

V ...

V ...

V ...

V ...

Take your time

3 steps to the activity realisation



Step 1 – preparation phase

To implement this exercise, as a first step, you would think about your target group. Put yourself in their shoes and imagine unknown situations they might have had to deal with in their lives and how they might have reacted to them. Based on your preliminary notes, prepare some scenarios/unknown situations that you can discuss with the young people in Step 2. The aim is to discuss and identify coping mechanisms so that they can better understand how they react when faced with the unknown. Next, prepare some guiding questions to use in Step 2. Lastly, collate all the material you need for this activity.

Step 2 – activity phase

Firstly, start a conversation / brainstorming activity with young people on what they think about roadblocks and setbacks. Ask them to identify situations that they would categorise as roadblocks/setbacks. Next, discuss how they would react to those situations. The notes and thoughts you have prepared in Step 1 will help you guide the discussion, providing examples where adequate. Explain to students that it is only natural for unknown or ambiguous situations to be perceived as threats, making us avoid such situations. Highlight and encourage young people to perceive the unknown as an opportunity to learn from i.e. have them regard mistakes as signposts.

Then, have the young adults work in pairs, providing them with the prepared examples of scenarios and unknown situations. Guiding questions can be:

- ✓ How does this situation make you feel and why?
- ✓ What are possible ways of dealing with it?
- ✓ What effect/consequences does this have?
- ✓ Are there other ways/options to face the situation?
- ✓ What can the unknown teach us? What is the value of it?

Their task is to discuss the situations and to identify possible ways of handling it. Encourage them to change their perspectives, to look at challenges or roadblocks in a positive way. Provide them with support, whenever you see fit.

Lastly, the young adults present their results to the group.

Step 3 – wrap up phase

Dedicate another 10 to 20 minutes to reflect with young people on the exercise and results of their group work. Discuss what they have learnt during the exercise. Especially highlight useful positive coping behaviours to raise the awareness.



Type of activity:

Crisis measures – how to respond and react

Value of the activity:

This activity aims at strengthening young people's ability to deal with unfamiliar situations. By discussing examples of unknown situations/experiences, how to deal with them, and how they make us feel, young people will be able to change their perspectives, being able to regard the unknown as opportunity to learn and grow.



Timing:

Preparation: 20 min.
Implementation: 30-60 min.
Checking learning progress: 10-20 min.



Activity follow-up:

<https://www.essentiallifeskills.net/9-best-tips-to-deal-with-crisis.html>



Other value case box components:

Implement this exercise with people, who already know each other.



Value quoted:

Switching roles

3 steps to the activity realisation



Step 1 – preparation phase

Gather all participants in a group. Preferably, in a face-to-face setting; if this is impossible, the exercise can also be carried out online.

Step 2 – activity phase

At the beginning of the exercise, ask young people to tell a story. This story should be rooted in real life examples. They need to inform the listeners about the characters in the story, the situation, and the outcome. They also need to share - what they said and what happened

After this part, the young person starts to tell their story again - , but this time the learners can stop them by asking questions or changing the story in some way. they say something different, ask a question, or react differently to other characters in the scenario. Then the young person continues. The storytelling can be stopped multiple times.

Step 3 – wrap up phase

Ask a person to reflect on the new insights on the event: How it could have been different?

The learners can switch roles so the person who told the story now asks questions. Explain the role, this person does not need to replicate the events, they can do something differently or say something different.



Type of activity:
Role play

Value of the activity:
This activity improves a deeper understanding through shifts in perspective enabling the young person to reflect on decision points in life through reflection, questioning, and drama play.



Timing:

Implementation: 45 min - 1 hr

The exercise can be repeated in a longer drama session with a break in between. If a group has 6 – 12 learners, the session can be up to 2 hours long.



Activity follow-up:

More information on psychodrama: <https://www.psychologytoday.com/gb/blog/the-healing-crowd/201011/what-is-psychodrama>

More inspiration for drama and follow-up activities here:

<https://www.momjunction.com/articles/therapeutic-activities-for-teens-00400801/>

 Facilitation tip:

As the facilitator, you have two options to guide this session. Depending on how well the learners know each other, you can ask them to work either in pairs or in groups. If the learners do not know each other, ask them to work in pairs. If they already know each other, you can ask them to work in small groups. To show them how to do the exercise, do it as a pair first. If you are paired up with a learner, you can also swap roles to complete character shift and the exercise.

 Value quoted:

Your notes:

- 
- 
- 
- 

Mentoring skills: self-assessment questionnaire

3 steps to the activity realisation



Step 1 – preparation phase

Being in a mentoring or coaching relationship both parties (mentors and mentees) have knowledge and competencies that are their own. The aim of the mentoring and coaching relationship is to improve skills during the process. For the purposes of beginning the mentoring process, it is recommended that the mentor and the mentee self-assess themselves in the field of shared core skills, which are addressing their ability with the other party as well as self-assess the specific skills, which are just for the mentee and the mentor. Therefore, if you are a mentor, you fill out part I and II and if you are a mentee you fill out part I and III, which you will find below in the body text.

Step 2 – activity phase

Task directions: assess your potential to be a successful mentor and mentee by rating yourself on the following mentoring skills. For each skill, circle the appropriate number. Total the number for each part (I, II and III), and read the interpretations (Phillips-Jones, 2003a, p. 10).

Part I. Shared Core Skills

		Excellent	Very Good	Adequate	Poor
1	Listening Actively	5	3	1	0
2	Building Trust	5	3	1	0
3	Encouraging	5	3	1	0
4	Identifying Goals	5	3	1	0
Subtotal Core skills _____					

Both mentors and mentees should utilize the following core skills in their mentoring partnerships.



Type of activity: Co-coaching

Value of the activity: Aim of this activity is to improve coaching relationship between mentors and mentees.



Timing:

Up to 30 minutes

Activity follow-up:

Further reading:
Phillips-Jones, L. (2003b).
The Mentee's Guide: How to Have a Successful Relationship with a Mentor. CCC/The Mentoring Group.



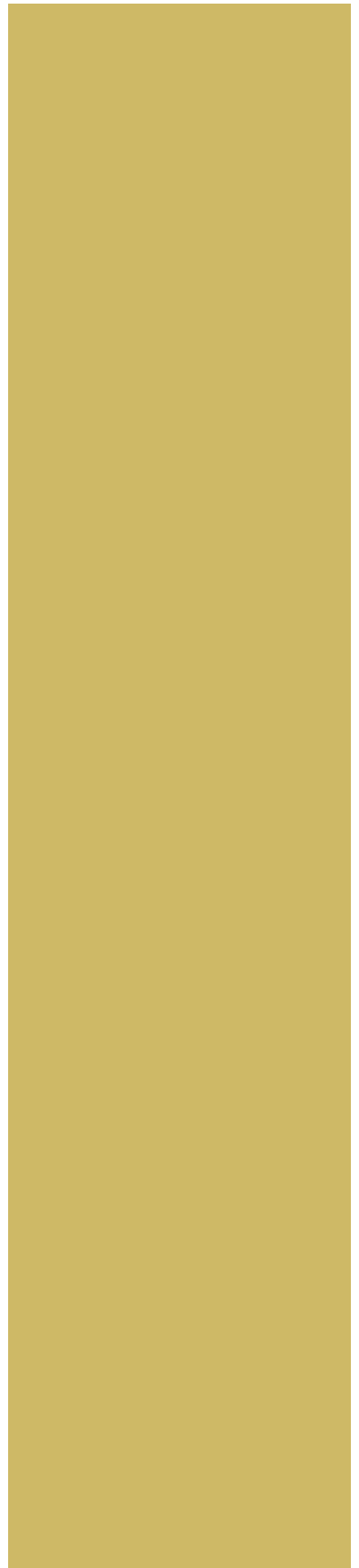
Other value case box components:

If you work in a team it is beneficial to give this questionnaire to your co-workers as well, and maybe in a group feedback you can compare interpretations if you wish to share.

Part II. Mentor – Specific Skills

		Excellent	Very Good	Adequate	Poor
1	Instructing / Developing Capabilities	5	3	1	0
2	Inspiring	5	3	1	0
3	Providing Corrective Feedback	5	3	1	0
4	Managing Risks	5	3	1	0
5	Opening Doors	5	3	1	0
Subtotal Core skills _____					

In addition to the core mentoring skills described above, mentors use several specific competencies in an attempt to help mentees develop.



Part III. Mentee – Specific Skills

In addition to the core skills described earlier, mentees need to be competent in several areas.

		Excellent	Very Good	Adequate	Poor
1	Acquiring Mentors	5	3	1	0
2	Learning Quickly	5	3	1	0
3	Showing Initiative	5	3	1	0
4	Following through	5	3	1	0
5	Managing the Relationship	5	3	1	0
Subtotal Core skills _____					

Step 3 – wrap up phase

Part I. Shared Core Skills

16 – 20 / Excellent core skills; you could coach others; concentrate improvement efforts on fine-tuning your style;

11 – 15 / Very good skills; continue to polish those skills that will make you even more effective and desirable as a mentor or mentee;

6 - 10 / Adequate core skills; work on your less-developed skills in order to have better relationships;

5 or under / You will benefit from mentoring and practice on core skills; acquire training or mentoring and observe others who have strong skills.

Part II. Mentor – Specific Skills

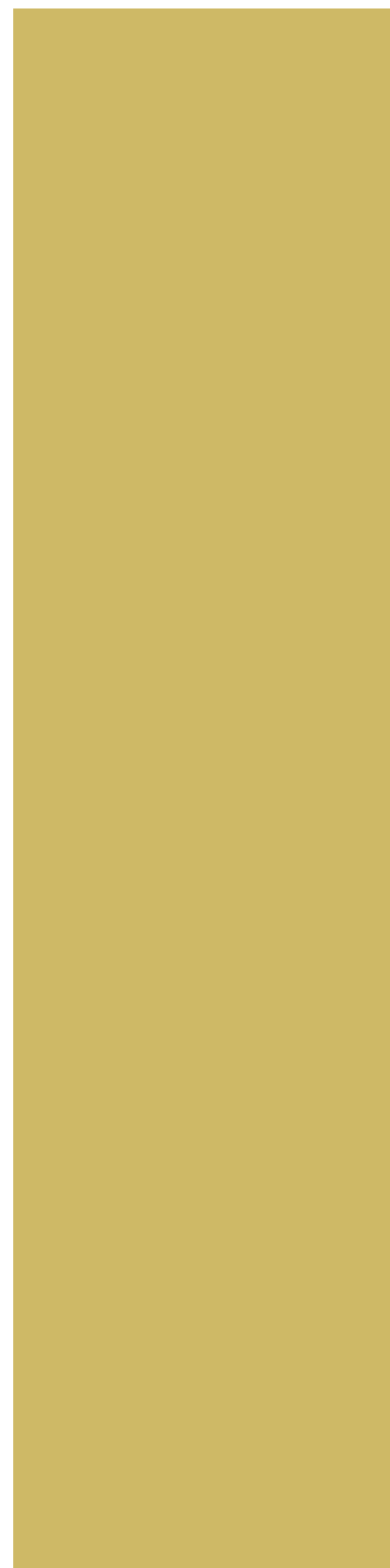
20 - 25 / Excellent mentor skills; you can coach others; concentrate improvement efforts on fine-tuning your style with particular mentees;

15 - 19 / Very good skills; continue to polish those skills that will make you even more effective and desirable as a mentor;

10 - 14 / Adequate mentor skills; work on your less-developed skills in order to acquire strong mentees and have better relationship with them;

9 or under / You will benefit from mentoring and practice on mentor skills; acquire training or mentoring and observe others who have strong skills.

Part III. Mentee – Specific Skills



20 - 25 / Excellent mentee skills; you could coach other mentees; concentrate improvement efforts on fine-tuning your style with particular mentors;
15 - 19 / Very good skills; continue to polish those skills that will make you even more effective and desirable as a mentee;
10 - 14 / Adequate mentee skills; work on your less-developed skills in order to acquire strong mentors and have better relationship with them;
9 or under / You will benefit from mentoring and practice on mentee skills; acquire training or mentoring and observe others who have strong skills.



Your notes:

- V ...
- V ...
- V ...
- V ...
- V ...
- V ...

Gratitude walk

3 steps to the activity realisation



Step 1 – preparation phase

To implement this activity, you do not need to prepare lots beforehand. You will need to plan a walking route in nature.

Step 2 – activity phase

Go on a walk outdoors in nature. Encourage the young people to make themselves aware of their immediate environment. Ask them to think about or list aloud if they prefer, all the things they can smell, taste, touch, see, hear. You could make this into a game, for example 'eye spy' or 'I hear' and get them to describe to the group what they can see, hear, smell etc, for the others to guess.

Then encourage the young people to consider the people who they are close to in their lives and think of three reasons as to why they are grateful for them. Ask them who they are grateful for and get them to discuss why- what about them specifically are you most grateful for? Share with the children who you are grateful for and why.

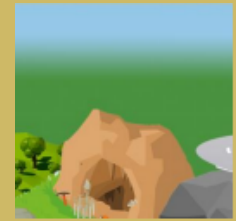
This gratitude practice can be helpful when times get hard. They can connect back with the things they are grateful for during roadblocks and setbacks.

Step 3 – wrap up phase

At the end of the activity, ask the young people to reflect upon themselves and consider three things they are grateful for about themselves. You may want to offer them an example such as:

- ✓ I am grateful for my ability to make people laugh
- ✓ I am grateful for the fact that I am kind to my friends
- ✓ I am grateful for my ability to taste delicious food
- ✓ I am grateful for my legs as they enable me to walk and run

Discuss with the young people how this exercise can be carried out when in need. Encourage the use of a gratitude journal to make this activity a habit on a daily or weekly basis.



Type of activity:
Walking and talking

Value of the activity:
To encourage young people to focus on identifying positive influences in their life and around them. Supporting them to cultivate 'purposeful practice' by going on a walk in nature with the aim of focusing upon identifying things they are grateful for.



Timing:
Preparation: 5 min.
Implementation: 30 min.

Confidence course

3 steps to the activity realisation



Step 1 – preparation phase

Distribute objects as obstacles in the room, for example chairs, tables, books, pens etc.

Perform the exercise with two people.

The young people form pairs. You can designate the couples so that the young people can build new relationships, or you can let them choose their own partners.

Step 2 – activity phase

Explain that one person as the “driver” will lead the other person as the “runner” through an obstacle course. The “runners” will have their eyes closed or be a blindfold and need to listen very carefully.

Now, “Runners” close their eyes. The “Drivers” stand next to their runners and now give verbal instructions to get from one side of the room to the other. Then the partners swap roles and go back in the other direction.

Step 3 – wrap up phase

Now discuss the following questions with the young people:

- V How did it feel to trust each other blindly?
- V Did you trust your partners?
- V How did you do the job successfully?
- V Can you think of any situation in every day life, when you need to trust someone, “blind”. Can you give an example?
- V Can you name a person, whom you trust most?
- V Can you name a person, whom you trust the least? What would happen to gain your trust?
- V What does it feel like, when someone trusts you?
- V Have you ever betrayed someone’s trust? If yes, explain what happened? How did you feel? What happened later?
- V What would you do differently today?



Type of activity:
Confidence course

Value of the activity:
Understand the importance of trust in building positive relationships

Timing:
preparation: 15 min.
implementation: 60 min.
checking learning progress: 30 min.

Activity follow-up:

Other value case box components:
Material: obstacles in the room - e.g. chair, ball, stones, book, pen, ...

Blindfolds (optional)

Exercise to be implemented in a trustful atmosphere

Value quoted:

Your notes:

- V ...
- V ...
- V ...



TRANSITIONS AND PLANNING FOR MY FUTURE

Comic

3 steps to the activity realisation



Step 1 – preparation phase

Comic is a participatory exercise in which a photo story is developed. The app 'Comica' is installed on the tablets beforehand. No internet access is required for the exercise. The exercise is carried out with small groups of 4-5 young people each.

Step 2 – activity phase

- ✓ Warm up: Getting to know each other and maybe some input on the topic (if necessary) can be provided. Introduction to the project work and exercises on how to use the app.
- ✓ Brainstorming: The young people choose a topic and discuss within the small group how the topic should be presented.
- ✓ Carrying out the core activity: Based on the chosen or given topic from the young people's life world, an alternative positive solution scenario is developed and presented as a photo story (8 or 16 pages) in comic style. Photos are taken with the tablets/app.
- ✓ Then the young people work on developing a storyboard/texts for the photo story. Then a layout is created (integrated in the app).

Step 3 – wrap up phase

After completion, the final presentation and discussion of the photo stories takes place in the plenary. The photo stories are presented using a projector. The finished comics can be shared in the app as a PDF and printed. That way, each young person gets their own copy. This activity practices cooperative interaction with each other in solving a group task and strengthens the young people's social skills.



Type of activity:
Picture Project
Storytelling

Value of the activity:



Timing:

preparation: 90 min.
implementation: 180 min.
checking learning progress: 90 min.



Activity follow-up:
[Comica - Fotos zu Comics machen – Apps bei Google Play](#)



Other value case

box components:
Tablets, App 'Comica',
Beamer

Exercise to be implemented in a trustful atmosphere



Value quoted:

Your notes:

- V ...
- V ...
- V ...
- V ...
- V ...

Create your future

3 steps to the activity realisation



Step 1 – preparation phase

Nowadays, we are facing challenging times. Uncertainty prevails our future and makes it sometimes difficult to think positively about the future. Very often, however, it is exactly challenging times that provide us with the greatest opportunity of personal development, be it in terms of professional development, taking social action on issues that matter to us or simply reaching out to others. Especially young people become easily indecisive or tend to naysay their future plans, if their environment does not provide enough stability or if there is a lack of orientational structures. This exercise is therefore designed to reflect with young adults about their current life situation and potential opportunities for their future planning. You can implement this activity whenever you feel that young people need to cultivate a more positive attitude of self-care.

As a first step, make some notes on why this exercise is of value to the target group. You can highlight this in Step 2. Then, gather any relevant information about young people's current life situation. What are their interests, concerns and current opportunities? What possible circle of support is available to them? Think about these questions beforehand and possible strategies/answers that could support them.

Step 2 – activity phase

To implement this activity, as a first step, you would start off with a brainstorm activity on why it is important to have goals for your own future. The participants are asked to think about and name reasons for having future goals. Next, they exchange their examples in a group setting. You can highlight some of the notes you prepared in Step 1. This way, you convey the importance of employing a positive attitude of self-care in challenging times.

Then, the young adults are asked to think individually about future scenarios and plans for their future. Provide them with some guiding questions, for instance:

- ✓ What are your future (career) goals?
- ✓ What skills would you need to achieve these goals?
- ✓ How could you involve other people to reach your future goals?
- ✓ Why can it be beneficial to sometimes take action, to push yourself or to even sometimes take risks? What can we learn from that?
- ✓ If your future plans do not work out as you have planned them, what will you have learned anyway from this experience?

Lastly, you encourage them to share some of their ideas, on a voluntary basis. The aim of the exercise is to start a reflection process



Type of activity:
Scenarios and discussions

Value of the activity:
At times, we need to re-orient ourselves and reflect on where we want to be in life. This exercise helps young people in moving forward, by identifying preferred future plans and visioning. Young people also reflect on their skills and interests to see whether they match their future goals. Thus, young adults can also identify skills gaps in relation for future planning.



Timing:

Preparation: 15 min.
Implementation: 40 min.
Checking learning progress: 15 min.



Activity follow-up:

<http://www.growingupmag.org/category/career-guide/>



Other value case box components:

It is recommended to implement this exercise in a trustful atmosphere.



Value quoted:

on future plans, why it is important to have goals in life and to employ a positive mindset towards one's own future plans. Emphasise that taking positive action is extremely helpful in challenging times, making us feel more connected with our communities and ourselves.

Step 3 – wrap up phase

Finally, ask how they felt doing this activity. Ask them what they have learnt and what benefits this exercise has. Discussing their opinions will further contribute to raising their awareness of positive attitudes of self-care. It will also foster their overall ability to reflect upon their interests and opportunities.

Your notes:

V ...

V ...

V ...

V ...

V ...

V ...

V ...

V ...

V ...

The cycle of life

3 steps to the activity realisation



Step 1 – preparation phase

By doing this exercise, young people will learn to reflect about the cycle of life. Therefore, get yourself started by thinking about how to connect this topic with young people's lives: What interests and what concerns them? Note down some inspiring statements that you could tell, why this exercise is of value to the youth. By raising awareness in that there is a beginning, middle and end to everything in life, they will understand that they too, are in their own cycle of life. You would want to employ a mindset that acknowledges the ups and downs they might have already experienced in their lives.

Next, think about what you want them to reflect during the life-line mapping in Step 2. What feelings and experiences might belong to their cycle of life? For Step 2, you can also prepare moderation cards and write down the key words of the guiding questions. On separate pieces of paper, participants write down their experiences based on the guiding questions. During the discussion these can be matched with the moderation cards.

Lastly, ensure that you implement this exercise in a trustful atmosphere that invites young adults to share their experiences with the group.

Step 2 – activity phase

Firstly, approach young people by involving them in an informal conversation and ask them how they are feeling right now. Explain to them what life-line mapping is and why it can be helpful. Reflecting on key moments in one's life allows us to identify how we deal with challenges and opportunities. Because the aim and value of the exercise is for young people to become more aware of their creative power, by reflecting on their personal cycle of life.

After exchanging a short conversation, ask to think about/note down some key moments/life transitions they have experienced. The questions below serve as a guidance:

- ▼ **Challenges and opportunities** they might have overcome. How have they managed to overcome them? What is their attitude towards taking risks?
- ▼ **Future plans** they have. How to reach those?
- ▼ **Skills** they might have acquired through experiencing life transitions; what other skills will they need for achieving their future plans?
- ▼ **Reaching out to others** (i.e. adults, role models); what do young people think about asking for help from others, if they need it or which networks can they rely on?
- ▼ **Self-care**; how do young people deal with their emotions, for example if they are worried?



Type of activity:
Life-line mapping

Value of the activity:
This activity is helpful, if you want young people to become more aware of their creative power. It supports them in acknowledging where they are in life and that they can choose the attitude with which to look ahead.



Timing:

Preparation: 20 min.
Implementation: 40 min.
Checking learning progress: 10 min.



Activity follow-up:

<https://www.youtube.com/watch?v=ZToicYchIOU>



Other value case box components:

It is recommended to implement this exercise in trustful atmosphere.

Material:

Moderation cards & pins



Value quoted:

Step 3 – wrap up phase

Finally, engage them in a short reflection process. Ask how they felt doing this activity. Explain to them again the aim of the exercise and highlight the most important findings.



Your notes:

V ...

V ...

V ...

V ...

V ...

V ...

V ...

V ...

Multiple perspectives fishbowl

3 steps to the activity realisation



Step 1 – preparation phase

To implement this activity, you will not need to prepare a lot beforehand. You will need a large room where you can all sit together in a circle, with someone in the middle. You may also need to prepare some example scenarios with multiple perspectives. You may also want to provide the learners with a pen and paper so that they can write down notes throughout the exercise.

Step 2 – activity phase

At the beginning of the activity, you will need to explain the concept of a fishbowl exercise. The idea is that the person in the middle presents their arguments, opinion, or description of events whilst the others listen and try to understand their perspective. Participants outside of the circle can then tap the person in the middle when they feel as though they want to add to the discussion and share their perspective. The person in the middle will then be replaced by the person who tapped them. Explain that the aim is to listen and understand alternative perspectives rather than trying to get your own point across.

You can then assign the group a scenario with multiple characters who have different perspectives. An example scenario could be:

A young boy is playing with his friend and is kicking a ball around in the street. They decide to play a penalty shoot-out against a wall. They are having fun but making noise. Someone from the house next door comes out and starts to shout at the boys for making noise and asks them to be quiet, because they have a small child who is trying to sleep (it is about 6 p.m. on a weekday). One of the boys suggests that they move elsewhere and play in the park instead. The other boy gets frustrated at the man who is shouting at them and decides to shout back, telling him that they haven't done anything wrong, and that it is still early. The older man then gets more frustrated and calls both boys' parents.


The characters in this scenario are:


- ✓ The young boy who tried to get his friend to play elsewhere
- ✓ The young boy who got frustrated at the older man.
- ✓ The older man who shouted at them both for making noise.
- ✓ The parents of both the young boys.



Type of activity:
Psychodrama

Value of the activity:
This activity can help learners with acquiring communication and self-awareness skills, and enables them to present their opinions, positions, their realities

 Timing:
Preparation: 10 min.
Implementation: 40 min.

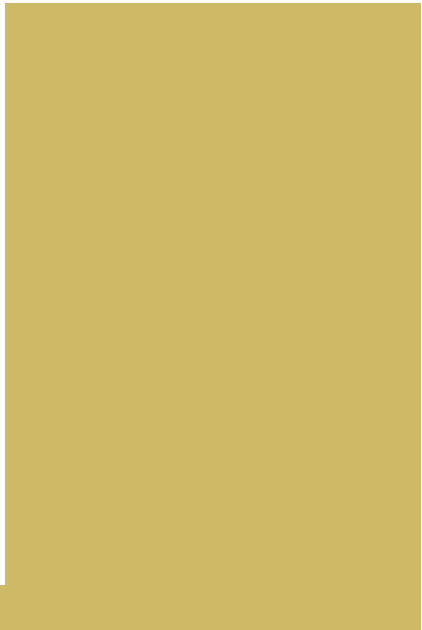
 Activity follow-up:
Encourage reflection at the end of the activity.

 Other value case box components:
N/A

 Value quoted:

Step 3 – wrap up phase

At the end of the fishbowl exercise, ask the learners to share any final thoughts or questions they might have. Encourage them to reflect upon how considering multiple perspectives has made them feel, particularly if they have considered an event that has happened to them. Ask questions such as: how do you think you may respond to similar situations in the future, after considering multiple perspectives today? Do you think any of the perspectives shared were unfair - if so why? What have you learned from the fishbowl activity?



Your notes:

- V ...
- V ...
- V ...
- V ...
- V ...

Campfire circles

3 steps to the activity realisation



Step 1 – preparation phase

Organise a trip for or a local gathering of young people. Invite them to gather around a campfire – it does not have to be a real one! Bring the necessary materials including pens, paper, and a bowl. Organise any drinks and food if required.

Step 2 – activity phase

The activity is about using questions to reflect on transitions and the future in a group. This can help build relationships between young people. Sit around a campfire or in a circle elsewhere if a campfire is not possible. Ask each young person to write down on a piece of paper 3 questions that could be interesting to ask on the topic of planning for a future and transitions. As a facilitator, write 6 example questions to add to the bowl and present these if there are any difficulties with coming up with questions. Possible questions include:

- V Do you have any career goals?
- V Are you able to treat yourself with compassion when things go wrong?
- V What skills do you feel will be beneficial for your future?

Participants select a question to answer from the bowl, and share as much as they feel comfortable with.

You can find additional questions in the Practical Roadmap on the Value website.

Step 3 – wrap up phase

For the wrap up phase, you can go around the campfire circle and ask each young person whether they have learnt anything about themselves or others. Give young people enough time to get to know each other by sitting and talking.

Your notes:

- V ...
- V ...
- V ...



Type of activity:
Person-centred coaching

Value of the activity:
This exercise aims to bring forward reflection about transitions and planning. Through reflective questions, each young person can think about the next steps and ways to get there. This exercise allows the learners to connect. As a result of the exercise, learners may improve several skills including communication, confidence, and planning.



Timing:

Preparation: 15 min.
Implementation: 30-90 min.
Checking learning progress: 15-30 min.



Activity follow-up:

N/A



Other value case box components:

Be sure that no one feels uncomfortable and that each person is treated kindly.



Value quoted:

Coaching and setting goals

3 steps to the activity realisation



Step 1 – preparation phase

This activity will guide the participants through some basic steps into transforming themselves into a more competent coach. We all have relationships either personal or professional and therefore on an unconscious level we all have played the roles of mentors and coaches to other people in our lives. Being better and enhancing these competencies is the first step into acknowledging that we are coaches. Furthermore, the course will guide you through some theoretical descriptions on coaching and will give you concrete answers and pathways in order to properly guide you in a positive, encouraging way.

Step 2 – activity phase

Who is a good coach? Have you have had any experience of being coached in your life e.g., your friends and family? The profile of a good coach is a simple combination of professionalism and motivation. When coaching one of the most important fundamentals are the set goals. Everyone, regarding his/her tasks, sets goals to achieve results. You can start a discussion with the participants about their potential goals. However, the goals we set for others, and ourselves must be SMART. Click on the following link <https://bit.ly/3hKnwPu> & and on page 40 you will find a detailed explanation about the SMART goals.

S - Specific

What is your goal? Can you describe it?

M - Measurable

What are the criteria by which you assess? How would you know you have achieved it?

A - Acceptable and Achievable

Is the achievement of the goals a challenge for you? What is your personal gain from all this?

R - Realistic

Is the scope of your goal achievable? (You can also discuss this at a follow up session)

Have you chosen something that is too broad?

T - Timed

When can you start? What are the stages? What is the deadline?

Based on the above-mentioned set goals and steps on how to set realistic and measurable goals the task for you follows.

TASK 1 Write down in the table as seen above your current main goal.

TASK 2 We can abstractly connect our goals with dreams. So, let us dream!

Ask someone else to print different abstract pictures (see the picture below). Place the pictures first upside down, so that you cannot see them. Then take 2 minutes to think about your SMART goal set. After the 2 minutes, turn around all the abstract pictures. By intuition, pick one of the pictures from the pile. Now connect your goal with the picture and its



Type of activity:
Coaching

Value of the activity:
With this activity you will be able to improve your team work, communication and decision making competencies.

 Timing:
30 minutes



Activity follow-up:

Further reading:

<https://bit.ly/3hKnwPu>



Other value case box components:

Tips for setting SMART goals
"People who set goals are more likely to succeed than people who do not." Tal Ben Shahar, Harvard University

State goals as declarations of intention, not items on a wish list. "I want to ..." lacks power. "I will..." is intentional and powerful.

Use clear, specific language

Start your goal statement with "To" and a verb

Use the SMART goal approach

Avoid using negative language - positive wording is more motivating and associated with better success

elements, with the help of the following questions, and tell the story to the person who helped you with the pictures.

Questions for discussion:

- ▼ What did you discuss at the beginning?
- ▼ What elements drew your attention?
- ▼ What do the images have in common with the dreams?
- ▼ How did you get to the final version?
- ▼ What was easy / hard?

Step 3 – wrap up phase

One of the fundamental aspects of coaching is the feedback. From the viewpoint of the coach, it is important to guide the process of feedback with the trainee, as they are not always positive. Moreover, the feedback should not only be positive, indeed, it should be constructive in a way that it gives information on potential improvement and adaptation. There are also some important lessons one should follow when talking about feedback because it is always a two-way street. Giving feedback should always be from a place of understanding and it should be delivered tactfully. Never give feedback with the intention of diminishing another's self-esteem, as feedback should be based on mutual trust. If you decide to give feedback in a setting that involves more than one receiving person, please be aware it is better to give compliments (e.g. positive feedback) made in public and criticism (constructive feedback) in private. This especially applies for those people who are not used to constructive criticism and feedback. For those people, the public and private division is best at the beginning for the first feedback sessions and later slowly progress into giving feedback in front of other co-workers or people (Dobreva, J. & Veleva-Bialek, 2011).

Abstract pictures:



Value quoted:

Example goal statements:
To achieve promotion to [role] by May 2022
To develop my confidence and personal presence in order to present a paper on ABC at the XYZ conference in December 2021

Source:
<https://www.managingchange.org.uk/>)

Your notes:

- ▼ ...
- ▼ ...
- ▼ ...

Positive and negative communication

3 steps to the activity realisation



Step 1 – preparation phase

The participants get instructions written on cards and they are not allowed to show them to their partner.

Step 2 – activity phase

All the pairs begin the role – play simultaneously.

Role – play cards:

A1: Talk to your partner about a simple daily issue that bothers you. It might be something easy and ordinary, but it bothers you.

A2: While your partner is talking to you, scratch your nose, take care of your hair, watch the time or do other things to irritate him/her, while saying „yes, yes, I understand...“

B1: Talk to your partner about an issue that bothers you. It might be something easy and ordinary, but it bothers you.

B2: Listen to your partner who is telling you something that bothers him or her. Describe a similar issue that preoccupies you but making it seem more important than his or hers.

C1: Talk to your partner about an issue that bothers you. It might be something easy and ordinary, but it bothers you.

C2: Listen to your partner showing with your attitude and your words that you hear and understand him / her.

Step 3 – wrap up phase

After the role-plays, participants meet back in plenary and the debriefing starts.

One by one, the pairs talk about their experience according to the following questions:

- ✓ How was the communication between each other?
- ✓ Did they have the feeling that they were communicating?
- ✓ What made it easy and what difficult to communicate?
- ✓ Are these ways of communication similar to those that you use in your everyday life?
- ✓ To summarize the debriefing the facilitator asks several questions:
- ✓ What behavior made you feel good or bad?
- ✓ What behavior do you usually show?
- ✓ Do you think it is important that your opposite is feeling heard and understood?



Type of activity:
Scenarios and discussion

Value of the activity:
Issues addressed whit this activity are: positive and negative communication; empathy; relationship skills; listening skills



Timing:
Up to 45 minutes



Other value case box components:
Paper, pens, case cards with the different scenarios for role playing.

Your notes:

V ...

V ...

V ...

V ...

V ...

V ...

V
VALUE



inova
consultancy

ib



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